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ABSTRACT

A statewide assessment was made of the vocational education delivery systems assisted under the Carl D. Perkins Vocational and Applied Technology Act of 1990 and the Job Training Partnership Act (JTPA), as well as the coordination between them, in Kansas. The study indicated that minimum set-asides for serving targeted populations were made under both programs. The numbers served and placement percentages were also appropriate. However, the state lacked the funds needed to serve all adults needing retraining. The study also found that coordination between the two programs exists at all levels. Some of the recommendations made were the following; (1) career development should be highlighted, concentrating on individual career development plans for all students; (2) vocational-technical programs at all levels must be upgraded to enable completers to compete in the international marketplace; (3) area vocational-technical schools should be renamed technical colleges; (4) the state should develop a process to measure the increased earnings that accrue to JTPA participants as a result of their participation in the program; (5) efforts should be made to track where clients are placed and how their jobs relate to their training; (6) JTPA service delivery areas should maintain separate performance data for each vendor so that their effectiveness can be evaluated; and (7) obstacles to joint action by various agencies should be identified and removed. (Two appendixes contain statistical data on the programs.) (KC)

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ED358257

KANSAS COUNCIL ON VOCATIONAL EDUCATION

BIENNIAL REPORT ON KANSAS VOCATIONAL EDUCATION AND TRAINING PROGRAMS

Programs Funded By the Carl D. Perkins Vocational and Applied Technology Act of 1990 and the Job Training Partnership Act

1993 Report For
Fiscal Years 1991 and 1992

CE 063 769

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The Honorable Robert Reich
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The Honorable Joan Finney
Governor, State of Kansas

The Honorable Dr. Paul Adams
Chairperson, KS State Board of Education

FROM: Gary Withrow, Chairperson,
KS State Council on Vocational Education

RE: 1993 Biennial Report

DATE: March 31, 1993

On behalf of the Kansas State Council on Vocational Education, I am pleased to present this Biennial Report on Vocational Education to you. This report is required by the U.S. Congress. It covers Fiscal Years 1991 and 1992. During these two years, the Carl D. Perkins Vocational Education Act and the Job Training Partnership Act provided nearly 50 million dollars to assist Kansas in providing training and retraining opportunities to meet the needs of our rapidly changing economy.

The report provides the Council's state wide assessment of the vocational education delivery systems assisted under the Carl D. Perkins and the Job Training Partnership Acts, as well as the "effectiveness of coordination" between the two acts.

Several of the resulting recommendations are carryovers from our 1991 report. We have met with staff of the departments of Human Resources and Education to review this report and discuss the recommendations.

It is the desire of the Council that the recommendations presented assist the State in developing our human resources to meet the challenges of the next decade. The Council looks forward to working with the Governor, the State Board of Education, and the Kansas Council on Employment and Training to assist in implementation of these recommendations over this next year.

cc: The Honorable Joe Dick, Secretary
Kansas Department of Human Resources (JTPA)

EXECUTIVE SUMMARY

The U.S. Congress established State Councils on Vocational Education to provide oversight and policy advisement on programs funded under the Perkins and Job Training Partnership (JTPA) Acts. Each of the Council's members represents at least one of the constituent groups served by the funded vocational education and training programs. The majority as well as the Chair of the State Council must be representative of private sector business, industry, or labor.

Every two years the Council evaluates the vocational education program delivery systems assisted under the Perkins Act, and under the Job Training Partnership Act. The Council also reports on the adequacy and effectiveness in achieving the purposes of each of the two Acts and effectiveness of the coordination between vocational education and JTPA funded training programs.

Both the Perkins Act and the JTPA have much the same purpose, that of achieving employment for the person served. Both serve populations with serious barriers to employment. JTPA focuses on the economically disadvantaged and other qualified adults and youth. Perkins funded programs target persons with disabilities, persons who are educationally and economically disadvantaged, adults (particularly dislocated workers, displaced homemakers, older workers, and high school dropouts), single parents/homemakers, students in non-traditional careers (gender equity) and persons who are incarcerated.

Data on both federally funded programs indicates minimum set-asides (appropriations) for serving targeted populations were met. The Kansas Council on Employment and Training (JTPA) met their performance goals for numbers served and placement percentages. The State Board of Education (Perkins) achieved outcomes appropriate to their goals for people served as outlined in the State Plan for Vocational Education. Approximately 50% of Perkins funds served secondary level students while 50% served those at the postsecondary level. Kansas lacked sufficient funds to meet all the demand for programs to serve adults in need of training and retraining. Perkins funds are matched very effectively with state, local and private sector dollars, increasing the value in number of people served by up to ten times.

Coordination between the two federal acts exists at all levels. JTPA programs make effective use of existing vocational education programs in many areas. The Council made specific recommendations at the end of the report. These are summarized below:

EDUCATION RECOMMENDATIONS

1. The State Board of Education should take positive action on career development. Individual career plans should be maintained and periodically updated for each student all through the school years. Without this plan, the college prep and tech prep curricula lack purpose. In-service training is needed to empower teachers to assist parents and students in the development of individual career plans for every student.

2. Vocational technical programs at high schools, AVTSs, and community colleges must be appropriate to enable completers to compete in the international marketplace. Industry/professional competencies must be in place and industry certification required where appropriate. A school-to-work apprenticeship pilot project should be established, perhaps modeled after those already up and running in Pennsylvania and New York and those being initiated in Oregon and Wisconsin.

3. Area vocational technical schools should be renamed technical colleges in recognition of the need for strong basic and higher order skills in today's workforce. The same type of credit designation, rather than clock hours for AVTSs and credit hours for colleges and universities, should be used for all education programs to enhance the scope and sequence of educational endeavors.

4. Any duplication in JTPA, JOBS (KanWork), and corrections must be justified, since the taxpayer has already provided for education and training programs through AVTS and community college systems.

5. LEA use of Perkins and state vocational funds should be closely monitored to prevent these funds from being channeled into administrative costs and/or disproportionately used for salaries. We must insure that services to students come first.

JOB TRAINING PARTNERSHIP RECOMMENDATIONS

1. The state should develop a process to measure the increased earnings that accrue to JTPA participants as a result of their participation in the program, in order to better measure the extent to which the JTPA system in Kansas is meeting the expressed purpose as defined in Section 106 of the ACT (Performance Standards). This process should also measure the reduction of welfare dependency that occurs for public assistance recipients after participation.

   It is, further, suggested that the U.S. Department of Labor allow more flexibility to the service delivery areas in the post-termination data collection process through the use of alternative processes in order to achieve the intent of this recommendation.

2. The service delivery areas should maintain and report the placement occupations of participants and the occupations skill area in which training was provided. Policymakers will then be able to determine the extent to which clients who complete classroom skills training programs are placed into employment in jobs related to the training received by the time of JTPA termination.

3. The service delivery areas should obtain data which details the incidence of selected socio-economic characteristic groups (e.g., limited English-speaking, handicapped, minorities, etc.) in the economically disadvantaged population for each of the service delivery areas. This will enable policymakers to determine the extent to which the service delivery areas are serving individuals most in need of JTPA services in accordance with their incidence in the population.

   Further, if the service delivery areas or the state JTPA office is unable to obtain such data, the U.S. Department of Labor should provide technical assistance to implement this recommendation.

4. It is recommended that the JTPA service delivery areas maintain separate performance data for each (public vs private education vendors). This will enable policymakers to determine the effectiveness that public education institutions have in meeting the performance criteria established under the JTPA program in comparison with programs operated by private education vendors.

5. It is recommended that the State JTPA Administrative Office, through surveys and the facilitation of meetings among the service delivery areas and appropriate vocational educational agencies, identify the specific issues (and suggested resolution) that prevent:

- joint participation in the development of annual plans;
- coordination of each other's Request for Proposal process;
- sharing information with respect to planned training programs;
- joint funding of occupational skills training programs;
- participation as partners in achieving each agency's respective goals and objectives;
- utilization of common instruments and systems; such as, client employment, education and development plans, contract formats, management information systems, market information;
- development of common performance and evaluation criteria; and,
- other areas that would benefit the client and employer community.

This should determine the specific obstacles that hinder coordination between the JTPA system and the vocational education system.

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PREFACE

This is the required biennial report of the Kansas State Council on Vocational Education. Council members have been appointed by the State Board of Education in compliance with Public Law 98-524, the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 and Kansas Statutes Annotated (KSA) 72-4408.

The Kansas Council on Vocational Education is composed of thirteen members who are broadly representative of citizens and groups within the state having an interest in vocational education. This includes:

- Seven individuals who represent the private sector in the state and constitute a majority of the membership. Five are representatives of business, industry and agriculture, including one member who is a private sector member of the State Job Training Coordinating Council. Two are representatives of labor organizations.

- Six members who represent secondary and postsecondary vocational institutions equitably distributed among such institutions.

One member represents career guidance and counseling organizations within the state. Other members have special knowledge and qualifications with respect to the special educational and career development needs of special populations (including women, the disadvantaged, the handicapped, individuals with limited English proficiency and minorities), and one member is representative of special education.

The State Council is required by the Perkins Act and KSA 72-4408 to:

1) meet with the State Board to advise on the development of the State Plan;
2) make recommendations to the State Board and make reports to the Governor, the business community, and general public of the state concerning--
   a) the State Plan;
   b) policies the state should pursue to strengthen vocational education (with particular attention to programs for the handicapped); and,
   c) initiatives and methods the private sector could undertake to assist in the modernization of vocational education programs;
3) analyze and report on the distribution of spending for vocational education in the state and on the availability of vocational education activities and services within the state;
4) furnish consultation to the State Board on the establishment of evaluation criteria for vocational education programs within the state;
5) submit recommendations to the State Board on the conduct of vocational education programs conducted in the state which emphasize the use of business concerns and labor organizations;
6) assess the distribution of financial assistance furnished under this Act, particularly with the analysis of the distribution of financial assistance between secondary vocational education programs and postsecondary vocational education programs;
7) recommend procedures to the State Board to ensure and enhance the participation of the public in the provision of vocational education at the local level within the state, particularly the participation of local employers and local labor organizations;
8) report to the State Board on the extent to which individuals who are members of special populations are provided with equal access to quality vocational education programs;
9) analyze and review corrections education programs; and,

10) evaluate at least once every 2 years:
   a) the extent to which vocational education, employment and training programs in the state represents a consistent, integrated, and coordinated approach to meeting the economic needs of the state,
   b) the vocational educational program delivery system assisted under this Act, and the job training program delivery system assisted under the Job Training Partnership Act, in terms of such delivery system's adequacy and effectiveness in achieving the purposes of each of the two Acts, and
   c) make recommendations to the State Board on the adequacy and effectiveness of the coordination that takes place between vocational education and the Job Training Partnership Act;
11) comment on the adequacy and inadequacy of state action in implementing the State Plan;
12) make recommendations to the State Board on ways to create greater incentives for joint planning and collaboration between the vocational education system and the job training system at the state and local levels; and,
13) advise the Governor, the State Board, the State Job Training Coordinating Council, and the Secretary of Labor regarding such evaluation, findings, recommendations.

The State Council also makes recommendations for improving the delivery of services and for increasing the level of coordination between vocational technical education, JTPA, and other state agencies.

INTRODUCTION

The State Council is required to conduct a comprehensive evaluation of the vocational education and employment and training system in Kansas, particularly with respect to equitable access, coordination, and effectiveness.

This report presents the Council's findings regarding the adequacy and effectiveness of the delivery of vocational technical education, the adequacy and effectiveness of the delivery of job training and vocational education programs and the adequacy and effectiveness of coordination that takes place between the Perkins Act dealing with vocational education and the Job Training Partnership Act (JTPA), dealing with job training.

The purpose of the Perkins Act is "to make the United States more competitive in the world economy by developing more fully the academic and occupational skills of all segments of the population. This purpose will principally be achieved through concentrating resources on improving educational programs leading to academic, occupations, training, and retraining skill competencies needed to work in a technologically advanced society".[1]

The purpose of the JTPA program is to "prepare youth and unskilled adults for entry into the labor force and to afford job training to those economically disadvantaged individuals and other individuals facing serious barriers to employment, who are in special need of such training to obtain productive employment."[2]

The report addresses three major areas: access and equity, coordination/collaboration, and program improvement. It also addresses the area of coordination between the two federal programs. Particular attention is given to access to vocational education for members of special populations.

The State Council has attempted to fulfill its responsibility by visiting programs, observing on-site evaluations, meeting with program advisory committees, conducting public hearings/forums, reviewing agency data, and surveying state and regional coordinators of funded programs. The report is patterned after the "common evaluation elements" as developed by the National Association of State Councils on Vocational Education (NASCOVE). This assists in comparisons of the Kansas program with those of other states.

The Council relied on the cooperation of various agencies, service providers, and individuals who provided financial reports and data on people served. Most were cooperative even though the data requested was usually in a different format than required for this purpose. This report is a culmination of many hours of work by the Council and staff. It is designed to serve appropriate policymakers. Education reporting varies due to the split in federal legislation. This biennial report covers the last year of the "old" Act (Perkins I - FY91) and the first year of the "new" Act (Perkins II - FY92). The JTPA legislation was amended in 1992. However, this does not impact reporting on Program Year '90 and '91 (Fiscal Years '91/92).

This biennial report is presented according to the major areas of evaluation. The first section addresses vocational education in Kansas. Section two reports on programs provided under the Job Training Partnership Act (JTPA). Both sections address coordination.

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[1]Section 2, Carl D. Perkins Vocational and Applied Technology Act of 1990.
[2]Section 2 of the Job Training Partnership Act.

SECTION I
EVALUATION OF KANSAS VOCATIONAL EDUCATION FUNDED THROUGH THE PERKINS ACT

This section highlights the Kansas vocational education delivery system, summarizes the planning processes, describes how the evaluation was conducted and reports on people served and resulting expenditures.

THE STATE PLAN

Three members of the Council served on the State Board of Education's State Plan Committee. The full Council met jointly with the State Board, January 16, 1991, to discuss the proposed plan. A committee of practitioners and other groups provided input with the result being that the Plan was endorsed by all groups. The Plan was updated and revised again during the summer of 1991.

The purpose of the State plan is to provide direction at the local level in the development of programs which equip youth and adults with the academic and technical skills needed in today's and tomorrow's labor market.

The State Board developed ten strategic directions for Kansas education, four of which relate to vocational and applied technology education.

2) Expand learner-focused approaches to curricula and instruction that can amplify the quality and scope of learning;

3) Expand career, lifelong learning, and applied technical preparation which is relevant to the changed nature of work in an information society;

5) Strengthen educational quality and accountability through performance-based currricula and evaluation systems;

8) Extend and update the professional and leadership excellence of Kansas educators essential for quality education.

Stated priorities for vocational technical education in Kansas were to offer services to its citizens by providing a system of education which stresses job training and retraining; to recognize the rapidly changing educational needs of residents to keep current with the demands of business and industry; to foster economic development; to instruct students in the basic and technical skills and personal qualities required for occupational success; and to encourage program improvement, innovation, and change.

KANSAS VOCATIONAL EDUCATION

Taxpayer supported education and training programs are offered at 348 high schools, 16 area vocational-technical schools (AVTSs), and 19 community colleges. Four universities offer a few technical programs at the associate degree and certificate level. Kansas has a population of 2.5 million with 27% under the age of 18. School age minorities are approximately 15%. Approximately 190,000 students are economically disadvantaged; 43,000 have a handicapping condition; and over 4,000 are classified as Limited English Proficient. (Note Appendix A). Kansas has 6,247 incarcerated persons in correctional institutions. Of the nearly 1/2 million students (K-12) over 130,000 have taken one or more vocational education classes.

10) evaluate at least once every 2 years:
   a) the extent to which vocational education, employment and training programs in the state represents a consistent, integrated, and coordinated approach to meeting the economic needs of the state,
   b) the vocational educational program delivery system assisted under this Act, and the job training program delivery system assisted under the Job Training Partnership Act, in terms of such delivery system's adequacy and effectiveness in achieving the purposes of each of the two Acts, and
   c) make recommendations to the State Board on the adequacy and effectiveness of the coordination that takes place between vocational education and the Job Training Partnership Act;
11) comment on the adequacy and inadequacy of state action in implementing the State Plan;
12) make recommendations to the State Board on ways to create greater incentives for joint planning and collaboration between the vocational education system and the job training system at the state and local levels; and,
13) advise the Governor, the State Board, the State Job Training Coordinating Council, and the Secretary of Labor regarding such evaluation, findings, recommendations.

The State Council also makes recommendations for improving the delivery of services and for increasing the level of coordination between vocational technical education, JTPA, and other state agencies.

Title III, Part A projects assisted community-based organizations and local education agencies in providing a variety of transitional programs, youth outreach programs, pre-vocational educational preparation and basic skills development, career intern programs, vocational assessment, and guidance and counseling services for youth and adults. Special consideration was given to programs which served the needs of severely economically and educationally disadvantaged youth ages sixteen through twenty-one. Approximately 369 persons were served with these funds.

Title III, Part B projects were funded in an effort to provide instructional programs, services and activities to prepare youth and adults for the occupation of homemaking, especially in areas of food and nutrition, individual and family health, consumer education, family living and parenthood education, child development and guidance, housing, home management, and clothing and textiles. Grants were awarded for program development and improvement of instruction and curricula, as well as for support services and activities, innovative and exemplary projects, community outreach, teacher education and upgrading of equipment. There were 6,770 persons served with these funds.

Title III, Part E funding provided planning for tech-prep education programs between secondary schools and postsecondary educational institutions. Funding was awarded to consortia of local education agencies and postsecondary education institutions for the development and operation of four-year programs incorporating tech-prep education leading to a two-year postsecondary certificate or associate degree. Fiscal year 1992 was the first year for this new project.

The State Plan makes assurances related to these expenditures, especially as to student groups (special populations) that are targeted in the legislation. The following tables (I and II) display a breakdown of special populations students served.

PERKINS TITLE II, PART A & B STUDENTS SERVED

The following numbers of special populations students were served in high school (secondary) vocational programs between July 1, 1990 to June 30, 1992 (Perkins I and Perkins II).

TABLE I
SPECIAL POPULATIONS - SECONDARY PROGRAMS

	K-12 Student Population	Number Males		Number Females	
SPECIAL POPULATIONS		FY91	FY92	FY91	FY92
Handicapped	43,000	2,207	2,289	2,030	1,974
Disadvantaged	190,000	9,250	10,087	8,802	8,584
Individuals who participate in programs to eliminate sex bias and stereotyping		1,632	*	2,059	*
Limited English Proficient	4,000	403	497	315	461

TABLE II
SPECIAL POPULATIONS - POSTSECONDARY PROGRAMS

	Population	Number Males		Number Females	
SPECIAL POPULATIONS		FY91	FY92	FY91	FY92
Disadvantaged		3,379	3,956	3,472	4,643
Adults in training and retraining		20,698	29,007	27,454	41,119
Single parent or homemaker			2,207	2,838	
Individuals who participate in programs to eliminate sex bias and stereotyping		88	*	814	*
Criminal offenders in correctional institutions	6,247	total 645	total 645		
Limited English proficient		207	142	264	167

TABLE III

SPECIAL SERVICES PROVIDED VOCATIONAL STUDENTS INCLUDED

	SECONDARY	POSTSECONDARY
Instructional Personnel	X	X
Support Personnel	X	X
Equipment	X	X
Facilities	X	X
Programming	X	X
Curriculum	X	X
Counseling	X	X
Employment Placement	X	X
Follow Up	X	X
Coordination with other service providers/agencies	X	X

*Perkins II changed this to a local education (LEA) responsibility. Technical support and grants were provided to assist school and college staff in serving this population.

State Board of Education program support staff were surveyed and interviewed relative to services for special populations. The following is a summary of comments:

Accessibility of special populations to vocational programs is insured by notifying parents and students prior to their entering the 9th grade. Success is enhanced by an assessment showing that the student has an ability to succeed in the program and that needed support services are in place.

Prior to receiving program improvement funds and competitive grants, local programs must ensure that special populations are provided with access to recruitment, enrollment, guidance and counseling, placement, and school-to-work transition services. Monitoring procedures enable state staff to check that these provisions are in place.

All students with an disability have individual education plans (IEPs). However, not all have a vocational component included. Only those covered under the IDEA legislation (disabled students) are assured vocational education services.

Members of special populations are made aware of opportunities in vocational education, at the latest, by the year prior to enrollment opportunities. Career fairs, course catalogs, student handbooks, and program flyers/announcements are typical communication methods. Special services are made known in the same manner and by school counselors. Employment opportunities are found through school placement centers, job fairs, and the assistance of counselors and instructors.

Supplementary services available to special populations include: curriculum modification, equipment modification, classroom modification, support personnel, instructional aides and devices.

Parents, students, teachers, and other community members provide input and feedback on programs through local advisory committees and questionnaire evaluations to students and others.

Access to general information on programs is made available in student handbooks, teacher handbooks, program brochures, and special flyers/announcements/advertisements.

State Board of Education staff and field representatives were asked to what degree the funding formula affected the ability to serve disadvantaged and handicapped students. The formula under Perkins I was felt to have a strong positive effect. Funding under Perkins II (FY92) was said to have a moderately positive effect. This is because local education agencies now can determine where funds are targeted, based on need. Many of the support services provided under Perkins I have been continued.

PERKINS TITLE II, PART C

Perkins I (FY '91) funds were used to assist students in the following secondary and postsecondary programs:

TABLE IV
PERKINS I PROGRAMS

	Automotive	Building Trades	Health Occ	Business/ Computer/ Office	Metal Trades	Child Care	Food Service	Graphic Arts/ Printing
Number of	3,487*	803*	106*	4,458*	2,389*	111*	187*	421*
Males	1,483**	759**	727**	2,332* ?	2,032*	21**	226**	159**
Enrolled	417***	99***	2,055***	2,254**	1,838***	5*	250***	192***
			81***	2,267***	389***			
Total	5,387	1,661	2,969	11,311	6,648	137	663	772
Number of	324*	121*	88*	6,741*	47*	682*	448*	163*
Females	53**	87**	4,336**	4,866**	25*	676**	243**	199**
Enrolled	12***	21***	10,324***	8,034**	162**	458***	237***	140**
			922***	5,640***	52***			231***
Total	389	229	15,670	25,281	286	1,816	928	733

	Electrical/ Electrician	Diesel/ Small Engine Repair	Agri-culture	Heating Refrig Air Cond	Market-ing	Small Business	Elect-ronics	Other
Number of	417*	1,910*	4,268*	0*	576*	0*	356*	84*
Males	458**	382**	230*	244*	430*	0**	599**	127**
Enrolled	0***	315**	715**	622**	896**	434***	199**	0***
		81***	710***	85***	1,023**	658***		
Total	875	2,688	5,923	951	2,925	434	1,812	211
Number of	24*	89*	792*	0*	563*	0*	20*	251*
Females	10**	13**	168**	7**	477*	0**	253**	279**
Enrolled	0***	6**	305**	44**	897**	50***	46**	0***
		2***	323***	12***	1,229***		168***	
Total	34	110	1,588	63	3,166	50	487	530

* USD
** AVTS
***CC

The need for State Board approval for new programs does not hinder schools and colleges in their service to communities. Special requests for business and industry training can be accommodated within a one week turn around, including State Board approval.

Perkins II (FY '92) funds were used by local education agencies to serve students in the following approved programs.

TABLE V (A)
PERKINS II PROGRAMS - STUDENTS

SECONDARY ENROLLMENT

	UNDUPLICATED ONLY			UNDUPLICATED AND DUPLICATED (PUT DUPLICATED IN PARENTHESES)								
		TOTAL										
OCC PROGRAM AREA	TOT ENR	MALE	FEMALE	REG VO-TE ED	DIS-ADV	LEP	DIS-ABLED	CORR	SP/DH /SPW *	SEX EQ (NON-TRAD)	ADULT	COMP-LETER
AGRICULTURE	777	589	188	777	(250)	(3)	(66)	NA		(188)	NA	77
MARKETING	1,671	844	827	1,671	(513)	(31)	(45)	NA		0	NA	686
TECHNICAL	2	2	2	0	2	0	0	NA		0	NA	0
CONS/ HMKING ED	4,023	1,082	2,941		(665)	(590	(250)	NA		0	NA	0
OCC HOME EC	5,897	1,460	4,437	5,897	(846)	(28)	(277)	NA		0	NA	655
TRADE & INDUSTRY	3,006	2,459	547	3,006	(863)	(50)	(392)	NA		(547)	NA	976
HEALTH	301	63	238	301	(52)	(2)	(16)	NA		(63)	NA	120
BUSINESS	2,636	862	1,774	2,636	(918)	(155)	(66)	NA		0	NA	838
TECHNOLOGY ED/IND ARTS	102	101	1	102	(22)	0	(18)	NA		(1)	NA	0
GRAND TOTAL	18,415	7,462	10,953	14,392	(4,129)	(328)	(1,130)	NA	* 220	(799)	NA	3,352

* Breakdown by occupational area is not available for this category.

TABLE V (B)
PERKINS II PROGRAMS - SERVICES

SECONDARY ENROLLMENT

	UNDUPLICATED AND DUPLICATED (PUT DUPLICATED IN PARENTHESES)									
	LINKAGE				PLACEMENT					CURRENT
						EMPLOYED				
OCC PROGRAM AREA	TECH PREP	CO-OP	APPR	WK-STDY	CONT ED	R\LTD	OTHER	MIL	OTHER	TEACHERS
AGRICULTURE	NA	(51)	0	0	60	17	21	3	16	17
MARKETING	NA	(1,385)	0	0	206	161	42	23	36	30
TECHNICAL	NA	0	0	0	0	0	0	0	0	0
CONS/ HMKING ED	NA	0	0	0	Placement not collected					44
OCC HOME EC	NA	(815)	0	0	294	173	51	38	190	54
TRADE & INDUSTRY	NA	(810)	0	0	230	384	143	35	144	35
HEALTH	NA	(26)	0	0	65	14	2	1	8	6
BUSINESS	NA	(974)	0	0	360	297	123	16	80	52
TECHNOLOGY ED/I.A.	NA	0	0	0	Placement not collected					0
GRAND TOTAL	NA	(4,061)	0	0	1,215	1,046	382	86	374	238

11. Funding for single parent/homemakers for the most part was allocated to students who were qualified also on the basis of being disadvantaged economically. Counseling and related support were needed throughout their training. Many of these students would have little hope for success without this funding.

12. Criminal offenders in correctional institutions are a difficult population to serve; however, education and skill training are critical to their success upon release. We know of effective training programs that are meeting these needs; however, data collection and reporting is less than desirable. State funding typically pays for training while Perkins monies assist with the counseling and placement support. These are critical to a successful release.

13. Examples of private sector involvement throughout vocational education programs in Kansas were found. This involvement makes a significant impact on the quality of vocational training programs. There are barriers to involvement, and cooperative planning is lacking.

14. Kansas is making a strong beginning with the development of programs that integrate academic and vocational education. The applied academics approach appears very effective. However, employers are still asking for better academic skills of their workers and entry level applicants.

15. The growing number of competency-based vocational programs in Kansas is impressive. Some have modified or even complete open entry/open exit provisions. The State Board of Education has moved public school accreditation from traditional to outcomes-based accreditation of programs throughout the K-12 curriculum.

16. There are good examples of coordination between vocational education and JTPA programs. However, the Federal JOBS/State KanWork program is emerging as a third and separate job training program.

17. The Kansas vision statement relating to "fulfilling participation in our evolving global society" may be too vague to provide direction to educators and students. "Success in an occupation and in continuing education" would communicate the need to gain skill, knowledge, and to prepare for transition from school/college to the marketplace.

Students enrolled in non-traditional programs in FY91 and FY92 included:

	FY91	FY92
Number of males enrolled	235* 447	337*
Number of females enrolled	227* 791	555*

*Definition: A program in which at least 25 percent of the enrollment is non-traditional.

Participation of students in non-traditional programs is encouraged by sex equity grants. A follow-up is done on these students eight months after they leave school.

PRIVATE-SECTOR INVOLVEMENT

The private sector has been involved, to a large extent, in the improvement and expansion of programs. Business, industry and labor representatives participate in curriculum development, provide excellent input with program review and make recommendations for equipment. The private sector becomes involved with school/programs by the use of advisory committees which are a requirement of all approved programs. However, ongoing education and encouragement is necessary to broaden and insure maximum use of the advisory committees.

STAFF DEVELOPMENT (Working With Special Populations)

Staff receives background information on special education students and training is provided in working with special populations as part of staff orientation. Two percent of the statewide budget is spent on staff development. Difficulties encountered in staffing programs include the continuous updating of instructors to new technologies in all vocational programs. Staff development needs are addressed by an annual conference for all vocational personnel. Perkins funding provides about 25% of the resources for staff development, mostly through local education agency program improvement grants. State funds are also made available for staff development.

FUNDING (Secondary)

Most of Kansas' 304 districts are members of a vocational consortium. Services provided now that were not provided prior to the formation of the consortium are staff development, more curriculum improvement, and more integration of academics and vocational education. Funding for these consortia ranges from $17,214 to $237,317.

Forty-eight districts are in their second year of developing tech-prep programs; another 23 are in the planning stages. The funding for Kansas was inadequate to meet the high interest in starting tech-prep programs. Six districts initiated programs using state and local funding. Feedback from coordinators indicates that program start-up in the 48 funded districts is slower than anticipated. Local administrators and teachers are slow to change attitudes and practices.

In stand alone schools, Perkins funding received from the State Board for vocational education was $749,363 for FY91 and $1,439,045 for FY92. Services provided now that were not provided prior to the new Perkins Act are staff development, more curriculum development, more integration, and more equipment. Respondents felt that funding policies do not allow schools to adequately meet the needs of vocational students. There is a need to consider more direct program improvement with coordination of funding to allow no more than 10% of the budget for salaries. Much concern was expressed over the proportion of tech-prep funds that are being used for administration at local levels. Concern was also expressed over use of state vocational funds from the weighted formula (1.5 times the "regular" funding of $3600 per student). Some teachers felt that administrative costs were shifted to this funding. Others felt that high schools were keeping students on-site in entry level vocational classes rather than sending them (and the funding) to the area vocational school where high skills training is offered.

EVALUATION

Each program is monitored over a five year period. Exceptions to this monitoring program occur when funds are not spent and returned or are incorrectly spent. These funds amounted to approximately 6% percent of the total in years 1 and 2 of Perkins and less than 1 percent of the total in years 3, 4, and 5. Despite the apparent success of vocational programs, many interviewees felt that high school graduation requirements or other school reform efforts limit accessibility to vocational education to a large extent.

COORDINATION - 8% FUNDS

EVALUATION OF THE ADEQUACY AND EFFECTIVENESS OF THE COORDINATION THAT TAKES PLACE BETWEEN VOCATIONAL EDUCATION AND JOB TRAINING PARTNERSHIP PROGRAMS

State level coordination is facilitated under the Job Training Partnership Act by making available 8% of the Title IIA funds for those activities. Governor Finney assigns the 8% funds to the State Board of Education to: 1) provide services through cooperative arrangements between the education agency/agencies, 2) facilitate coordination of education and training services, and 3) provide literacy training, dropout prevention and re-enrollment services, and/or a school-to-work transition program.

A total of 21 service providers were approved to receive the 8% JTPA/Education Coordination funds for FY92. A breakout of these service providers by Service Delivery Area (SDA) and by level of institution is as follows:

SDA	SDA Total	USD	AVTS	CC	CBO	Priv Col	Spec Ed Coop
I	4	-	2	2	-	-	-
II	4	3	-	-	-	1	-
III	4	-	1	1	1	1	-
IV	4	1	1	-	1	-	1
V	5	1	1	2	1	-	1

CBO - Community-Based Organizations

Service Delivery Area Number One

During both program years (July 1, 1990 to June 30, 1991 and July 1, 1991 to June 30, 1992), this SDA exceeded five of the six performance standards established by the U.S. Department of Labor and adjusted by the Governor. Reference is made to Figure 1, ***Performance Achievement for Kansas Service Delivery Areas.*** During the first year, adult clients leaving their programs were employed at the 13 week follow-up period at a rate of 76 percent compared with an expected rate of 67 percent. During the second year, the follow-up employment rate for adults was slightly less at 71 percent compared with the same expected rate 67 percent. While the SDA was able to far surpass the follow-up entered employment rate for welfare adults achieving 74 percent in Program Year 1990 compared to the standard of 34 percent, they were not able to continue this performance in Program Year 1991. Their actual performance during the second year was 47 percent compared to a 56 percent standard.

Overall the SDA was significantly above standards set for weekly earnings at follow-up for all adults and welfare adults. The only exception was in the first year during which its welfare clients were earning an average of $193 a week at follow-up which is just shy of their $195 standard. It will be noted that the SDA improved on this performance during the second year when welfare clients were earning $200 a week at follow-up compared to a $197 standard.

With respect to youth clients, the SDA met both standards for both program years. Youth were placed at a rate of 51 percent in the first year compared to a 43 percent standard and at 53 percent during the second year compared to a 51 percent standard. With respect to employability enhancements, the SDA was well above standards for both program years achieving a 54 percent rate in program year 1990 compared to a standard of 43 percent, and 49 percent in program year 1991 compared to a standard of 37 percent.

The SDA planned a total enrollment of 856 clients for this two program year period. In serving 1,304 clients, their plan was exceeded by 152 percent. As a result, more clients completed and left JTPA programs and services. Of the 950 who did terminate, 472 adults and 229 youth were placed into employment. An additional 109 youth received employability enhancements. In all, 85 percent of the SDA clients who left their programs received a positive experience from their participation in JTPA. Reference is made to Figure 2, ***Title IIA Enrollment and Termination Summary for Kansas Service Delivery Areas.***

SDA Number One serves a variety of clients with respect to their socio-economic characteristics. During program year 1990 and 1991, and with some exceptions, the SDA was fairly consistent in the percentage of clients served with respect to these client groups. Services to youth, handicapped and clients with reading levels below the 7th grade were higher in program year 1990 compared to program year 1991. The opposite is true for school dropouts, minorities, criminal offenders, welfare recipients and veterans for whom services increased from program year 1990 to 1991. The SDA did not identify the incidence of these socio-economic groups in its area. Reference is made to Figure 3, ***Title IIA Target Group Performance for Kansas Service Delivery Areas.***

As shown on Figure 4, ***Title IIA Expenditure Summary for Kansas Service Delivery Areas***, this SDA did not make available financial data.

Service Delivery Area Number Two

During the period July 1, 1990 to June 30, 1992 (Program Year 1990 and 1991), this SDA exceeded each of the six performance standards established by the U.S. Department of Labor and adjusted by the Governor. Reference is made to Figure 1, ***Performance Achievement for Kansas Service Delivery Areas.*** With the exception of the weekly earnings standards, the SDA was also able to improve on its performance from program year 1990 to 1991.

During the first year, adult clients leaving their programs were employed at the 13 week follow-up period at a rate of 65 percent compared to a standard of 64 percent. Performance during the second program year increased to a 68 percent rate compared to a standard of 65 percent. This SDA achieved a follow up entered employment rate for adult welfare clients in program year 1990 of 54 percent compared to a standard of 33 percent. During the second year, this rate increased to 62 percent compared to the standard of 57 percent.

Those adults employed at follow-up during program year 1990 were earning an average of $249 a week compared to an expectation of $193. In program year 1991, the SDA's performance was slightly less, but still above standards, when its performance for adult earnings at follow-up was $224 compared to a standard of $184. Weekly earnings for adult welfare clients in program year 1990 were $238 compared to a standard of $175 and in program year 1991, earnings were at $226 compared to a standard of $177.

With respect to youth clients, the SDA was consistent each year in exceeding standards. During the first year, the SDA placed 49 percent of its youth participants in employment compared with a standard of 48 percent. This performance improved substantially in program year 1991 during which the SDA placed 55 percent compared to a standard of 49 percent. The SDA was also consistent in exceeding employability enhancement standards for both years. In program year 1990, it achieved a rate of 74 percent compared to a standard of 35 percent. During program year 1991, they achieved a 79 percent rate compared to the same standard of 35 percent.

The SDA planned a total enrollment of 1,558 clients for this two program year period. In serving 1,541 clients, they were just about at planned levels. A total of 1,158 clients completed and left JTPA programs and services during this time. Of these, 315 adults and 295 youth were placed into employment. An additional 195 youth received employability enhancements. In all, 70 percent of the SDA clients who left their programs received a positive experience from their participation in JTPA. Reference is made to Figure 2, ***Title IIA Enrollment and Termination Summary for Kansas Service Delivery Areas.***

SDA Number Two serves a variety of clients with respect to their socio-economic characteristics. During program year 1990 and 1991 and with some exceptions, the SDA was fairly consistent in the percentage of clients served with respect to these client groups. The SDA was also able to serve targeted individuals above their incidence in the SDA population. Services to females, youth, minorities, handicapped and welfare recipients were served well above targeted levels. Services to veterans was slightly less than the incidence in the SDA area. Reference is made to Figure 3, ***Title IIA Target Group Performance for Kansas Service Delivery Areas.***

In achieving these enrollment and termination levels, the SDA expended $1,974,264 against an availability of $2,063,931 or 96 percent. Nearly 72 percent of these funds were expended in the cost category "training" which supports SDA and vendor client services and training programs. Just over 15 percent was expended in the cost category "administration" which supports the SDA and vendor management systems and 13 percent was expended in the

Examples of joint ventures between the JTPA, SDAs, and vocational education include six (6) grants that were joint ventures between the SDA and vocational education.

SDA I Barton Co. CC./ Great Bend	Formal, non-financial Coordination Agreement with SRS, SDA I and Barton Co CC for referral of SRS clients.
SDA II USD 475 Geary Co/Junction City	Formal, non-financial Coordination Agreement with SRS, SDA II, and USD 475 for referral of SRS clients.
SDA III Kansas City KS AVTS	Vocational training and personal/career counseling provided to regular JTPA clients referred by SDA III PIC.
Saint Mary Outfront/Leavenworth	Formal, non-financial Coordination Agreement with Job Service in Leavenworth to refer 8% clients for job placement.
SDA IV Wichita AVTS	Vocational assessment administered to regular JTPA clients referred by SDA IV PIC.
SDA V Allen Co CC/Iola	Formal, non-financial Coordination Agreement with SRS in Chanute, SDA V/PIC in Pittsburg and Allen Co CC for referral of SRS clients

TIMELINES

8% JTPA/Education Coordination Programs

FY 1993

January 17, 1992	Application for Funds distributed.
Jan 17-Feb 28, 1992	Local education agencies will work with the Service Delivery Area/ Private Industry Council (SDA/PIC) to develop a request for funds.
February 18, 1992	8% JTPA Application for Funds are due. Send **four (4)** copies to the **Service Delivery Area Administrator** and **four (4)** copies to: Corena Mook JTPA/Education Coordination State Board of Education 120 SE 10th Avenue Topeka, KS 66612-1182 **Each application and each copy must have original signatures.**
March 2-March 17, 1992	SDA/PIC ranking of proposals
April 6-April 24, 1992	8% JTPA Review Committee meets with SDA PIC representative.
May 4 - May 29, 1992	Tentative notification of approval and contract negotiation.
June - August, 1992	Final notification of grant award and approval by KSBE to local education agencies are contingent upon completion of the grant and approval by the State Board. Grants will be mailed to local education agencies when they are finalized and approved.
July 1, 1992	8% JTPA programs begin

SDA Number Four serves a variety of clients with respect to their socio-economic characteristics. During program year 1990 and 1991, the SDA was fairly consistent in the percentage of clients served with respect to these client groups. The SDA did not identify the incidence of these socio-economic groups in its area. Reference is made to Figure 3, ***Title IIA Target Group Performance for Kansas Service Delivery Areas.***

As shown on Figure 4, ***Title IIA Expenditure Summary for Kansas Service Delivery Areas***, the SDA did not make available financial data.

Service Delivery Area Number Five

During program year 1990 (July 1, 1990 to June 30, 1991), this SDA exceeded all of the six performance standards established by the U.S. Department of Labor and adjusted by the Governor. Reference is made to Figure 1, ***Performance Achievement for Kansas Service Delivery Areas.*** Performance during the program year 1991 was such that the SDA exceeded three of the six standards. It will be noted however, that the SDA was only two percentage points shy of meeting one of the standards and only one percentage point shy of another. During the first year, adult clients leaving its programs were employed at the 13 week follow-up period at a rate of 80 percent compared with an expected rate of 66 percent. During the second year, the follow-up employment rate for adults was less at 63 percent compared with a standard of 65 percent. A similar decrease in performance occurred for adult welfare clients from program year 1990 to 1991. The standard of 53 percent for adult welfare clients employed after 13 weeks was surpassed during program year 1990 when the SDA achieved a rate of 73 percent. In program year 1991, actual performance was 49 percent compared to a standard of 54 percent.

For both program year periods, the SDA exceeded expectations with respect to the amount of weekly earnings both adult and adult welfare clients were earning at follow-up. All adults were earning an average of $242 a week in program year 1990 compared to an expectation of $196. In program year 1991, performance was at $250 a week compared to an expectation of $194. Adult welfare clients were earning an average of $229 a week in program year 1990 compared to an expectation of $189 in program year 1990 and were earning an average of $247 a week in program year 1991 compared to an expectation of $175.

With respect to youth clients and in relation to its standards, the SDA exceeded the entered employment rate standard in program year 1990 during which youth were placed at a rate of 65 percent compared to a standard of 56 percent. In program year 1991, the SDA was just one percentage point shy of the 53 percent standard. In the area of youth employability enhancements, the SDA achieved a rate of 39 percent in program year 1990 compared to a standard of 30 percent. This performance continued in program year 1991 during which actual performance was at 40 percent compared to the standard of 33 percent.

The SDA planned a total enrollment of 1,899 clients for this two program year period. In serving 1,172 clients, they were at 62 percent of planned levels. A total of 749 clients completed and left JTPA programs and services during this time. Of these, 321 adults and 151 youth were placed into employment. An additional 64 youth received employability enhancements. In all, 72 percent of the SDA clients who left their programs received a positive experience from their participation in JTPA. Reference is made to Figure 2, ***Title IIA Enrollment and Termination Summary for Kansas Service Delivery Areas.***

SDA Number Five serves a variety of clients with respect to their socio-economic characteristics. During program year 1990 and 1991, the SDA was fairly consistent in the percentage of clients served with respect to these client groups. The SDA was also able to serve

11. Funding for single parent/homemakers for the most part was allocated to students who were qualified also on the basis of being disadvantaged economically. Counseling and related support were needed throughout their training. Many of these students would have little hope for success without this funding.

12. Criminal offenders in correctional institutions are a difficult population to serve; however, education and skill training are critical to their success upon release. We know of effective training programs that are meeting these needs; however, data collection and reporting is less than desirable. State funding typically pays for training while Perkins monies assist with the counseling and placement support. These are critical to a successful release.

13. Examples of private sector involvement throughout vocational education programs in Kansas were found. This involvement makes a significant impact on the quality of vocational training programs. There are barriers to involvement, and cooperative planning is lacking.

14. Kansas is making a strong beginning with the development of programs that integrate academic and vocational education. The applied academics approach appears very effective. However, employers are still asking for better academic skills of their workers and entry level applicants.

15. The growing number of competency-based vocational programs in Kansas is impressive. Some have modified or even complete open entry/open exit provisions. The State Board of Education has moved public school accreditation from traditional to outcomes-based accreditation of programs throughout the K-12 curriculum.

16. There are good examples of coordination between vocational education and JTPA programs. However, the Federal JOBS/State KanWork program is emerging as a third and separate job training program.

17. The Kansas vision statement relating to "fulfilling participation in our evolving global society" may be too vague to provide direction to educators and students. "Success in an occupation and in continuing education" would communicate the need to gain skill, knowledge, and to prepare for transition from school/college to the marketplace.

RECOMMENDATIONS

1. The State Board of Education should take positive action on career development. Individual career plans should be maintained and periodically updated for each student all through the school years. Without this plan, the college prep and tech prep curricula lack purpose. In-service training in needed to empower teachers to assist parents and students in the development of individual career plans for every student.

2. Vocational technical programs at high schools, AVTSs, and community colleges must be appropriate to enable completers to compete in the international marketplace. Industry/professional competencies must be in place and industry certification required where appropriate. A school-to-work apprenticeship pilot project should be established, perhaps modeled after those already up and running in Pennsylvania and New York and those being implemented in Oregon and Wisconsin.

3. Area vocational technical schools should be renamed technical colleges in recognition of the need for strong basic and higher order skills in today's workforce. The same type of credit designation, rather than clock hours for AVTSs and credit hours for colleges and universities, should be used for all education programs to enhance the scope and sequence of educational endeavors.

4. Any duplication in JTPA, JOBS (KanWork), and corrections must be justified since the taxpayer has already provided for education and training programs through AVTS and community college systems.

5. LEA use of Perkins and state vocational funds should be closely monitored to prevent these funds from being channeled into administrative costs and/or disproportionately used for salaries. We must insure that services to students come first.

SECTION II: EVALUATION OF THE JOB TRAINING PARTNERSHIP ACT AND COORDINATION WITH VOCATIONAL EDUCATION

INTRODUCTION

Under the provisions of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990, the Kansas State Council on Vocational Education is required to evaluate the job training program delivery system assisted under the Job Training Partnership Act (JTPA), in terms of such delivery system's adequacy and effectiveness in achieving the purposes of the Act and the coordination that takes place between vocational education and the JTPA.

In addition, the State Council is required to make recommendations on ways to create greater incentives for joint planning and collaboration between each system and to advise the Governor, the State Board of Education, the State Job Training Coordinating Council and the Secretaries of Education and Labor regarding such evaluation, findings and recommendations.

In order to perform this mandate, the State Council adopted a comprehensive survey instrument through which data and information from each of Kansas' five Service Delivery Areas (SDA) was collected for the period July 1, 1990 to June 30, 1992. Each SDA and the State JTPA Administrative Office participated in providing the data and information contained in this report.

FINDINGS

The JTPA system in Kansas consists of five distinct entities, called service delivery areas or SDAs which plan, administer and operate employment and training programs. **SDA No. 1** serves the cities of Colby, Dodge City, Garden City, Goodland, Great Bend, Hays, Hutchinson, Liberal, McPherson, Newton, and Salina. It also serves the counties of Barber, Barton, Chase, Cheyenne, Clark, Cloud, Comanche, Decatur, Dickinson, Edwards, Ellis, Ellsworth, Finney, Ford, Gove, Graham, Grant, Gray, Greeley, Hamilton, Harvey, Haskell, Hodgeman, Jewell, Kearny, Kiowa, Lane, Lincoln, Logan, McPherson, Marion, Meade, Mitchell, Morris, Morton, Ness, Norton, Osborne, Ottawa, Pawnee, Phillips, Pratt, Rawlins, Reno, Republic, Rice, Rooks, Rush, Russell, Saline, Scott, Seward, Sheridan, Sherman, Smith, Stafford, Stanton, Stevens, Thomas, Trego, Wallace, and Wichita. **SDA No. 2** serves the cities of Atchison, Junction City, Lawrence, Manhattan, Ottawa and Topeka. It also serves the counties of Atchison, Brown, Clay, Doniphan, Douglas, Franklin, Geary, Jackson, Jefferson, Marshall, Nemaha, Osage, Pottawatomie, Riley, Shawnee, Wabaunsee, and Washington. **SDA No. 3** serves Kansas City, Leavenworth, Olathe, and Overland Park, and the counties of Johnson, Leavenworth, and Wyandotte. **SDA No. 4** serves the cities of Arkansas City, El Dorado, Wellington, and Wichita, and the counties of Butler, Cowley, Harper, Kingman, Sedgwick and Sumner. **SDA No. 5** serves the cities of Chanute, Emporia, Coffeyville, Independence and Pittsburg and the counties of Allen, Anderson, Bourbon, Chautauqua, Cherokee, Coffey, Crawford, Elk, Greenwood, Labette, Linn, Lyon, Miami, Montgomery, Neosho, Wilson, and Woodson.

Service Delivery Area Number One

During both program years (July 1, 1990 to June 30, 1991 and July 1, 1991 to June 30, 1992), this SDA exceeded five of the six performance standards established by the U.S. Department of Labor and adjusted by the Governor. Reference is made to Figure 1, ***Performance Achievement for Kansas Service Delivery Areas.*** During the first year, adult clients leaving their programs were employed at the 13 week follow-up period at a rate of 76 percent compared with an expected rate of 67 percent. During the second year, the follow-up employment rate for adults was slightly less at 71 percent compared with the same expected rate 67 percent. While the SDA was able to far surpass the follow-up entered employment rate for welfare adults achieving 74 percent in Program Year 1990 compared to the standard of 34 percent, they were not able to continue this performance in Program Year 1991. Their actual performance during the second year was 47 percent compared to a 56 percent standard.

Overall the SDA was significantly above standards set for weekly earnings at follow-up for all adults and welfare adults. The only exception was in the first year during which its welfare clients were earning an average of $193 a week at follow-up which is just shy of their $195 standard. It will be noted that the SDA improved on this performance during the second year when welfare clients were earning $200 a week at follow-up compared to a $197 standard.

With respect to youth clients, the SDA met both standards for both program years. Youth were placed at a rate of 51 percent in the first year compared to a 43 percent standard and at 53 percent during the second year compared to a 51 percent standard. With respect to employability enhancements, the SDA was well above standards for both program years achieving a 54 percent rate in program year 1990 compared to a standard of 43 percent, and 49 percent in program year 1991 compared to a standard of 37 percent.

The SDA planned a total enrollment of 856 clients for this two program year period. In serving 1,304 clients, their plan was exceeded by 152 percent. As a result, more clients completed and left JTPA programs and services. Of the 950 who did terminate, 472 adults and 229 youth were placed into employment. An additional 109 youth received employability enhancements. In all, 85 percent of the SDA clients who left their programs received a positive experience from their participation in JTPA. Reference is made to Figure 2, ***Title IIA Enrollment and Termination Summary for Kansas Service Delivery Areas.***

SDA Number One serves a variety of clients with respect to their socio-economic characteristics. During program year 1990 and 1991, and with some exceptions, the SDA was fairly consistent in the percentage of clients served with respect to these client groups. Services to youth, handicapped and clients with reading levels below the 7th grade were higher in program year 1990 compared to program year 1991. The opposite is true for school dropouts, minorities, criminal offenders, welfare recipients and veterans for whom services increased from program year 1990 to 1991. The SDA did not identify the incidence of these socio-economic groups in its area. Reference is made to Figure 3, ***Title IIA Target Group Performance for Kansas Service Delivery Areas.***

As shown on Figure 4, ***Title IIA Expenditure Summary for Kansas Service Delivery Areas***, this SDA did not make available financial data.

Service Delivery Area Number Two

During the period July 1, 1990 to June 30, 1992 (Program Year 1990 and 1991), this SDA exceeded each of the six performance standards established by the U.S. Department of Labor and adjusted by the Governor. Reference is made to Figure 1, ***Performance Achievement for Kansas Service Delivery Areas.*** With the exception of the weekly earnings standards, the SDA was also able to improve on its performance from program year 1990 to 1991.

During the first year, adult clients leaving their programs were employed at the 13 week follow-up period at a rate of 65 percent compared to a standard of 64 percent. Performance during the second program year increased to a 68 percent rate compared to a standard of 65 percent. This SDA achieved a follow up entered employment rate for adult welfare clients in program year 1990 of 54 percent compared to a standard of 33 percent. During the second year, this rate increased to 62 percent compared to the standard of 57 percent.

Those adults employed at follow-up during program year 1990 were earning an average of $249 a week compared to an expectation of $193. In program year 1991, the SDA's performance was slightly less, but still above standards, when its performance for adult earnings at follow-up was $224 compared to a standard of $184. Weekly earnings for adult welfare clients in program year 1990 were $238 compared to a standard of $175 and in program year 1991, earnings were at $226 compared to a standard of $177.

With respect to youth clients, the SDA was consistent each year in exceeding standards. During the first year, the SDA placed 49 percent of its youth participants in employment compared with a standard of 48 percent. This performance improved substantially in program year 1991 during which the SDA placed 55 percent compared to a standard of 49 percent. The SDA was also consistent in exceeding employability enhancement standards for both years. In program year 1990, it achieved a rate of 74 percent compared to a standard of 35 percent. During program year 1991, they achieved a 79 percent rate compared to the same standard of 35 percent.

The SDA planned a total enrollment of 1,558 clients for this two program year period. In serving 1,541 clients, they were just about at planned levels. A total of 1,158 clients completed and left JTPA programs and services during this time. Of these, 315 adults and 295 youth were placed into employment. An additional 195 youth received employability enhancements. In all, 70 percent of the SDA clients who left their programs received a positive experience from their participation in JTPA. Reference is made to Figure 2, ***Title IIA Enrollment and Termination Summary for Kansas Service Delivery Areas.***

SDA Number Two serves a variety of clients with respect to their socio-economic characteristics. During program year 1990 and 1991 and with some exceptions, the SDA was fairly consistent in the percentage of clients served with respect to these client groups. The SDA was also able to serve targeted individuals above their incidence in the SDA population. Services to females, youth, minorities, handicapped and welfare recipients were served well above targeted levels. Services to veterans was slightly less than the incidence in the SDA area. Reference is made to Figure 3, ***Title IIA Target Group Performance for Kansas Service Delivery Areas.***

In achieving these enrollment and termination levels, the SDA expended $1,974,264 against an availability of $2,063,931 or 96 percent. Nearly 72 percent of these funds were expended in the cost category "training" which supports SDA and vendor client services and training programs. Just over 15 percent was expended in the cost category "administration" which supports the SDA and vendor management systems and 13 percent was expended in the

cost category "services" which supports needs-based payments and other supportive services such as transportation and day care assistance.

Reference is made to Figure 4, ***Title IIA Expenditure Summary for Kansas Service Delivery Areas.***

Service Delivery Area Number Three

During program year 1990 (July 1, 1990 to June 30, 1991), this SDA exceeded all of the six performance standards established by the U.S. Department of Labor and adjusted by the Governor. Reference is made to Figure 1, ***Performance Achievement for Kansas Service Delivery Areas.*** Performance during the program year 1991 was such that the SDA met or exceeded four of the six standards. It will be noted however, that the SDA was only two percentage points shy of meeting the two standards that were missed. During the first year, adult clients leaving their programs were employed at the 13 week follow-up period at a rate of 64 percent compared with an expected rate of 60 percent. During the second year, the follow-up employment rate for adults was slightly less at 59 percent compared with a standard of 61 percent. A similar decrease in performance occurred for adult welfare clients from program year 1990 to 1991. The standard of 47 percent for adult welfare client employed after 13 weeks was surpassed during program year 1990 when the SDA achieved a rate of 55 percent. In program year 1991, actual performance was 45 percent compared to a standard of 47 percent.

For both program year periods, the SDA exceeded expectations with respect to the amount of weekly earnings both adult and adult welfare clients were earning at follow-up. All adults were earning an average of $241 a week in program year 1990 compared to an expectation of $240. In program year 1991, performance was at $235 a week compared to an expectation of $227. Adult welfare clients were earning an average of $225 a week in program year 1990 compared to an expectation of $206 in program year 1990 and were earning an average of $224 a week in program year 1991 compared to an expectation of $198.

With respect to youth clients and in relation to its standards, the SDA exceeded the entered employment rate standard in program year 1990 during which youth were placed at a rate of 33 percent compared to a standard of 22 percent. This performance continued in program year 1991 during which the SDA placed youth at a rate of 32 percent compared to a standard of 30 percent. In the area of youth employability enhancements, the SDA achieved a rate of 69 percent in program year 1990 compared to a standard of 43 percent. Performance decreased in program year 1991 during which actual performance was exactly at the standard of 42 percent.

The SDA planned a total enrollment of 2,104 clients for this two program year period. In serving 2,045 clients, they were just about at planned levels. A total of 1,313 clients completed and left JTPA programs and services during this time. Of these, 291 adults and 213 youth were placed into employment. An additional 223 youth received employability enhancements. In all, 55 percent of the SDA clients who left their programs received a positive experience from their participation in JTPA. Reference is made to Figure 2, ***Title IIA Enrollment and Termination Summary for Kansas Service Delivery Areas.***

SDA Number Three serves a variety of clients with respect to their socio-economic characteristics. During program year 1990 and 1991, the SDA was fairly consistent in the percentage of clients served with respect to these client groups. With two exceptions, the SDA was also able to serve targeted individuals above their incidence in the SDA population. Services to youth, minorities and handicapped were served well above targeted levels. The two areas in which the SDA was under the incidence level were services to females and veterans.

Reference is made to Figure 3, ***Title IIA Target Group Performance for Kansas Service Delivery Areas.***

In achieving these enrollment and termination levels, the SDA expended $3,242,376 against an availability of $4,983,890 or 65 percent. Nearly 72 percent of these funds were expended in the cost category "training" which supports SDA and vendor client services and training programs. Just over 15 percent was expended in the cost category "administration" which supports the SDA and vendor management systems and 13 percent was expended in the cost category "services" which supports needs-based payments and other supportive services such as transportation and day care assistance.

Reference is made to Figure 4, ***Title IIA Expenditure Summary for Kansas Service Delivery Areas.***

Service Delivery Area Number Four

During the period July 1, 1990 to June 30, 1992 (Program Year 1990 and 1991), this SDA exceeded each of the six performance standards established by the U.S. Department of Labor and adjusted by the Governor. Reference is made to Figure 1, ***Performance Achievement for Kansas Service Delivery Areas.***

During the first year, adult clients leaving their programs were employed at the 13 week follow-up period at a rate of 69 percent compared to a standard of 61 percent. Performance during the second program year was slightly less at 66 percent but still above the standard of 62 percent. This SDA achieved a follow up entered employment rate for adult welfare clients in program year 1990 of 63 percent compared to a standard of 48 percent. During the second year, its actual rate was 60 percent compared to the standard of 47 percent.

Those adults employed at follow-up during program year 1990 were earning an average of $245 a week compared to an expectation of $190. In program year 1991, the SDA's performance increased when its performance for adult earnings at follow-up was $258 compared to a standard of $199. Weekly earnings for adult welfare clients in program year 1990 were $245 compared to a standard of $190 and in program year 1991, performance also increased to where earnings were at $253 compared to a standard of $180.

With respect to youth clients, the SDA was consistent in each year in exceeding standards. During the first year, the SDA placed 65 percent of its youth participants in employment compared with a standard of 60 percent. This performance continued in program year 1991 during which the SDA placed 67 percent compared to a standard of 56 percent. The SDA was also consistent in exceeding employability enhancement standards for both years. In program year 1990, it achieved a rate of 50 percent compared to a standard of 21 percent. During program year 1991, they achieved a 56 percent rate compared to the same standard of 20 percent.

The SDA planned a total enrollment of 1,460 clients for this two program year period. In serving 1,653 clients, they were well above planned levels. A total of 1,015 clients completed and left JTPA programs and services during this time. Of these, 396 adults and 340 youth were placed into employment. An additional 154 youth received employability enhancements. In all, 88 percent of the SDA clients who left their programs received a positive experience from their participation in JTPA. Reference is made to Figure 2, ***Title IIA Enrollment and Termination Summary for Kansas Service Delivery Areas.***

SDA Number Four serves a variety of clients with respect to their socio-economic characteristics. During program year 1990 and 1991, the SDA was fairly consistent in the percentage of clients served with respect to these client groups. The SDA did not identify the incidence of these socio-economic groups in its area. Reference is made to Figure 3, ***Title IIA Target Group Performance for Kansas Service Delivery Areas.***

As shown on Figure 4, ***Title IIA Expenditure Summary for Kansas Service Delivery Areas***, the SDA did not make available financial data.

Service Delivery Area Number Five

During program year 1990 (July 1, 1990 to June 30, 1991), this SDA exceeded all of the six performance standards established by the U.S. Department of Labor and adjusted by the Governor. Reference is made to Figure 1, ***Performance Achievement for Kansas Service Delivery Areas.*** Performance during the program year 1991 was such that the SDA exceeded three of the six standards. It will be noted however, that the SDA was only two percentage points shy of meeting one of the standards and only one percentage point shy of another. During the first year, adult clients leaving its programs were employed at the 13 week follow-up period at a rate of 80 percent compared with an expected rate of 66 percent. During the second year, the follow-up employment rate for adults was less at 63 percent compared with a standard of 65 percent. A similar decrease in performance occurred for adult welfare clients from program year 1990 to 1991. The standard of 53 percent for adult welfare clients employed after 13 weeks was surpassed during program year 1990 when the SDA achieved a rate of 73 percent. In program year 1991, actual performance was 49 percent compared to a standard of 54 percent.

For both program year periods, the SDA exceeded expectations with respect to the amount of weekly earnings both adult and adult welfare clients were earning at follow-up. All adults were earning an average of $242 a week in program year 1990 compared to an expectation of $196. In program year 1991, performance was at $250 a week compared to an expectation of $194. Adult welfare clients were earning an average of $229 a week in program year 1990 compared to an expectation of $189 in program year 1990 and were earning an average of $247 a week in program year 1991 compared to an expectation of $175.

With respect to youth clients and in relation to its standards, the SDA exceeded the entered employment rate standard in program year 1990 during which youth were placed at a rate of 65 percent compared to a standard of 56 percent. In program year 1991, the SDA was just one percentage point shy of the 53 percent standard. In the area of youth employability enhancements, the SDA achieved a rate of 39 percent in program year 1990 compared to a standard of 30 percent. This performance continued in program year 1991 during which actual performance was at 40 percent compared to the standard of 33 percent.

The SDA planned a total enrollment of 1,899 clients for this two program year period. In serving 1,172 clients, they were at 62 percent of planned levels. A total of 749 clients completed and left JTPA programs and services during this time. Of these, 321 adults and 151 youth were placed into employment. An additional 64 youth received employability enhancements. In all, 72 percent of the SDA clients who left their programs received a positive experience from their participation in JTPA. Reference is made to Figure 2, ***Title IIA Enrollment and Termination Summary for Kansas Service Delivery Areas.***

SDA Number Five serves a variety of clients with respect to their socio-economic characteristics. During program year 1990 and 1991, the SDA was fairly consistent in the percentage of clients served with respect to these client groups. The SDA was also able to serve

some of the targeted individuals above their incidence in the SDA population. Services to females, minorities and handicapped were served well above targeted levels. The SDA did not meet the targeted levels for youth, school dropouts and welfare recipients. Reference is made to Figure 3, ***Title IIA Target Group Performance for Kansas Service Delivery Areas.***

As shown on Figure 4, ***Title IIA Expenditure Summary for Kansas Service Delivery Areas***, the SDA did not make available complete financial data. A total of $3,286,095 was identified as available for both program years.

Several of the service delivery areas responded to inquiries regarding coordination and joint planning activities with vocational and other public education organizations. Information was obtained in the following areas:

- Present status of coordination activity
- Identification of issues which may prevent coordination
- Identification of meetings held between JTPA and public education agencies
- Description of actions that need to occur at the federal and state levels to increase coordination
- Description of the planning process
- Use of Requests for Proposals (RFP)
- Identification of how program information is shared among agencies
- Identification of the existence of formal agreements among agencies
- Description of any joint ventures among agencies

Coordination Activities

With respect to the current status of coordination activity, **SDA Number 2** reported that coordination takes place at the local level at each of its six field offices at which clients may be referred to an Adult Learning Center for such services as GED achievement. **SDA Number 3** indicated that periodic meetings are held with the vocational school to develop or encourage the development of new programs and to determine the availability of participants for occupational skills training programs.

Coordination Issues

SDA Number 2 stated that while it gets along very well with the Department of Education and the local vocational technical schools, there is a need for a common assessment process that all employment, education and training agencies may use. This process would be one which is recognized by all agencies that assess clients, and one which would address the requirements of the new JTPA law and regulations. According to the SDA staff member who responded to this survey, a Human Resource Investment Council could help with coordination. However, he emphasized that participants serving on this council should be motivated by the interests of the client rather that for political purposes. **SDA Number 3** identified as a coordination issue the problem that its participants face in trying to enter LPN programs. Currently, clients must wait nine months to enter such programs in area vocational technical schools. **SDA Number 4** pointed out that Wichita Area Vocational Technical School has been very responsive to the needs of JTPA participants and local employers. The SDA uses this school as well as area community colleges as the "institution of choice" for its training programs. The SDA did note that it has been difficult to coordinate with local secondary schools in order to provide career guidance and training to high school youth.

Meetings Between JTPA and Public Education

SDA Number 2 indicated that coordination meetings have been limited to programs conducted under the 8 percent education set-aside. **SDA Number 3** identified meetings with the Wyandotte and Leavenworth secondary school staff to discuss services to "at risk" youth. These meetings have led to contracts to allow schools to provide additional remedial education to these clients. **SDA Number 4** staff have met with teachers, counselors, principals and area superintendents in their SDA area. **SDA Number 5** reported that coordination among the SDA, education agencies and other service providers has been excellent. Area-wide meetings have been held to further coordination initiatives.

Needed Actions at the Federal and State Levels

SDA Number 2 described the need for a Human Resource Investment Council that would facilitate roundtable discussions from program-minded individuals. The SDA emphasizes that all discussions must focus on the best interests of the client. **SDA Number 4** indicated that the federal and state government need to make training and employment after high school graduation a priority so that local school systems could respond and be more successful.

Planning Process

The staff of **SDA Number 2** talk and correspond with vocational technical school staff on an on-going basis to solicit and utilize their ideas. A representative from the Department of Education reads the SDA plan and appropriate comments are noted and utilized in the SDA's planning process. **SDA Number 3** sends a program summary of the plan to all school districts, area vocational technical schools and community colleges in the SDA area. Feedback from these institutions is used in the SDA planning process.

Request for Proposal Process (RFP)

SDA Number 2 forwards all appropriate RFPs to the vocational schools in the SDA area. The 8 percent education RFP is coordinated with the Department of Education. **SDA Number 3** provides written notification of any RFPs to the vocational education agencies in the SDA area. **SDA Number 4** reported that their private industry council has opted not utilize the RFP process as all of their classroom training needs are being met by local public and private vocational training institutions.

Program Information Sharing

SDA Number 2 reported that its representatives communicate on a daily basis with staff from vocational education on such matters as client grades, attendance and problem areas. **SDA Number 3** indicated that it relies on personal contacts, school catalogs and schedules which are part of the individual referral agreements to make its program known. **SDA Number 4** stated that area training institutions provide the SDA staff complete information on training programs, schedules, curricula and other information. The Wichita Area Vocational Technical School provides office space to SDA staff for daily, on-site contact with mutual students. Other training institutions are familiar enough with the JTPA program to make it a regular part of their financial aid counseling.

Identification of Agreements

SDA Number 2 reported that presently it does not have any formal agreements with public education institutions. The SDA feels that its excellent relationship with vocational technical schools makes the necessity of formal agreements unnecessary. **SDA Number 3** utilizes the individual referral agreements with vocational education to enter its clients into training. **SDA Number 4** also does not have formal agreements with public education. Coordination matters are handled as the need arises.

Joint Ventures

SDA Number 3 identified a number of joint ventures between the vocational education system and JTPA. These are: (1) providing additional services to "at risk" youth, (2) contracts with the Associated Youth Services, an alternative school, (3) funding a staff person at the KCK Area Vocational Technical School through 8 percent education funds to work with JTPA participants in efforts to lower drop-out rates, (4) funding a contract to assist females enter into the construction field with classroom training held at a metro area community college, and (5) entering into a number of training activities with the KCK Community College for Title III EDWAA (dislocated worker) participants. **SDA Number 4** reported that while no formal agreements exist, the SDA takes advantage of the local training institution's commitment to serve employers and students through quality training.

ANALYSIS AND EVALUATION OF FINDINGS

The purpose of the JTPA program is to, "Prepare youth and unskilled adults for entry into the labor force and to afford job training to those economically disadvantaged individuals and other individuals facing serious barriers to employment, who are in special need of such training to obtain productive employment."[1] The U.S. Department of Labor has established six performance measures to determine the extent to which service delivery areas achieve the purpose of JTPA. For adult and adult welfare participants, they include achievement in the number of former participants who are employed during the 13th week following JTPA training and services and their average weekly earnings for that particular week. For youth participants, they include the number of participants who enter employment or receive an employability enhancement following JTPA training and services.

Figure 1 displays these six performance measures, the numerical standards established by the U.S. Department of Labor, each of Kansas Service Delivery Area's adjusted standards [2], and the performance actually achieved during program years 1990 and 1991.

For the first year of this two-year reporting period, and with the exception of one standard which was missed by only two percentage points, all five service delivery areas in Kansas exceeded the U.S. Department of Labor's performance standards. In the second year, SDA number 2 and 4 again exceeded all standards. **SDA Number 1** failed to meet only one standard but was well above expectations for the five other performance measures. **SDA Number 3** met or exceeded four of the six standards and was shy of the other two standards by only two percentage points each. **SDA Number 5** exceeded three of the six standards and for the three missed, it was only a fraction away from meeting or exceeding them.

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[1] Section 2 of the Job Training Partnership Act.

[2] The Governor is allowed to adjust the DOL national standards to take into consideration the more difficult to serve client population an SDA may have and to account for local economic conditions.

It is difficult to numerically evaluate the extent to which any of the service delivery areas truly failed to achieve the purpose of JTPA. On-the-one hand, it can be said that failure to meet all standards constitutes under achievement, while on-the-other hand standards that were not met in the first year were exceeded during the second program year (e.g., the SDA failed to meet the Adult Welfare Follow-Up Earnings standard in program year 1990 but did exceed this particular standard in program year 1991). Also, while some standards were not met, others were surpassed by wide margins. It is the conclusion of the Kansas Council on Vocational Education that the performance standards established by the U.S. Department of Labor provide, at best, only a gauge as to the progress that service delivery areas are making in achieving the purpose of JTPA. Taken alone, these standards are insufficient to address what the legislation in Section 106 of the JTPA describes for measuring performance. "The Congress recognizes that job training is an investment in human capital and not an expense. In order to determine whether that investment has been productive, the Congress finds that.....the basic return on the investment is to be measured by the increased employment and earnings of participants and the reductions in welfare dependency."[3]

Also difficult to evaluate is the SDA's performance with respect to the type of clients served. The JTPA legislation requires that three categories of individuals be served in accordance with their incidence in the SDA's population. These include youth, high school dropouts and recipients of Aid to Families with Dependent Children (AFDC).[4] Some of the SDAs were unable to provide the ratio of these individuals to the total number of economically disadvantaged individuals in their area. It may be that this information is not available at the service delivery areas or State JTPA administrative office. All SDAs did, however, provide the percentage level of participants served for various socio-economic characteristics. Figure 3 displays the service levels, expressed as a percentage of all clients served, for each SDA and arranged by program year. This format allows for a comparison of the extent to which service levels to various groups increased, decreased or remained the same. The SDAs were fairly consistent from program year 1990 to program year 1991 in services to these individuals. There were some notable exceptions. **SDA Number 1** showed an increase in services to dropouts, minorities, criminal offenders and welfare recipients while services to youth and handicapped clients were lower in the second year. **SDA Number 2** reported a drop in services to minorities although it must be mentioned that services to minorities in both years was well above the reported incidence in the SDA population. **SDA Number 3** was consistent in services levels each year. Services to females for both years was less than the reported incidence in the population while services to minorities and handicapped clients were well above the incidence in the SDA population. **SDA Number 4** reported service level increases to both welfare recipients and veterans. **SDA Number 5** was very consistent in service levels each year. Service levels for youth, dropouts and welfare recipients were less than the incidence in the population while services to minorities was higher than expectations.

Complete expenditure information was available from only **SDA Numbers 2 and 3**. For this two-year reporting period, **SDA Number 2** expended a total of $1,974,264 in Title IIA funds to provide employment and training services to 1,541 participants. The average cost for each participant served ($1,281) is well within that of other states. A total of 1,158 participants left the SDA's program during this two year period; and of these, 610 or 53 percent entered unsubsidized employment at wages averaging $5.00 for youth placed by this SDA in program year 1991 to $6.29 for adults in program year 1991. In addition to these placement, the service delivery area also provided 195 youth with employability enhancements that include achievement in pre-employment and work maturity skills, job skills and opportunities to remain

[3] Section 106, Performance Standards, Job Training Partnership Act.

[4] Paragraph (b), Section 203, Job Training Partnership Act.

or return to school or complete a major level of education. Figure 2 displays an enrollment and termination summary for each SDA and figure 4 displays expenditure data.

For this two-year reporting period, **SDA Number 3** expended a total of $3,242,376 in Title IIA funds to provide employment and training services to 2,045 participants. The average cost for each participant served ($1,586) is also well within that of other states. A total of 1,313 participants left the SDA's program during this two year period: and of these, 504 or 38 percent entered unsubsidized employment at wages averaging $4.55 for youth placed by this SDA in program year 1990 to $6.50 for adults in program year 1991. In addition to these placement, the service delivery area also provided 223 youth with employability enhancements that include achievement in pre-employment and work maturity skills, job skills and opportunities to remain or return to school or complete a major level of education.

The five Kansas service delivery areas utilize occupational skills training as the principal means of enabling economically disadvantaged participants to enter employment opportunities. It appears that most clients enter training through an individual referral process. The Kansas SDAs take full advantage of the public education system in the state to provide occupational skills training.

While there does not appear to be formal written agreements among the JTPA service delivery areas and the public education system in Kansas, there is evidence that coordination issues are discussed and resolved on the local level. Meetings are held between the SDA and local public education agencies to discuss program requirements, training needs and participant progress. For the most part, the SDAs reported that the public education system in Kansas has been very responsive to the training and service needs of JTPA participants.

There were, however several comments relating to coordination issues that still have to be addressed. The first concerns the inadequacy of LPN training. It was reported that JTPA clients must wait approximately nine months before they can enroll in such training at area vocational technical schools. While this is not necessarily a coordination issue, it does raise the question of how responsive the Kansas educational system is in recognizing and establishing programs identified as in demand by the service delivery areas. A second area relates to the degree of involvement that the SDAs have in coordinating JTPA services with local area high school students. It was reported that while coordination with vocational schools has been excellent, the same is not necessarily true with respect to secondary schools. The SDAs have available programs and services that could help students plan their careers and finance their training, but accessing these students and coordinating with the local secondary schools has been difficult.

Perhaps the most critical issue with respect to coordination among the JTPA programs and public education agencies and other employment, education and training agencies as well, is the observation that there is no mechanism or body where nuts and bolts program coordination can take place. A suggestion was made by one SDA respondent that a Human Resource Investment Council, as provided for under the new JTPA amendments, could address this issue. The SDA pointed out that should this Council come into existence, it would be imperative that issues be discussed from the client's perspective and not from a "political" point of view.

One such coordination area that should be initiated is the design and establishment of a common participant assessment strategy that could be used by all employment, education and training agencies in the state similar to the one presently used for evaluating basic skills. This action would eliminate the need for participants to be subjected to repeated assessments should they be seen by more than one agency. The goal would be to have all agencies agree to an acceptable common assessment system that follows the participant as he or she progresses through the Kansas employment, education and training system.

RECOMMENDATIONS

The Kansas State Council on Vocational Education, after careful review of the performance of the JTPA delivery system and its coordination with vocational education programs makes the following recommendations:

1. **The state should develop a process to measure the increased earnings that accrue to JTPA participants as a result of their participation in the program, in order to better measure the extent to which the JTPA system in Kansas is meeting the expressed purpose as defined in Section 106 of the ACT (Performance Standards). This process should also measure the education of welfare dependency that occurs for public assistance recipients after participation.**

   It is, further, suggested that U.S. Department of Labor allow more flexibility to the service delivery areas in the post-termination data collection process through the use of alternative processes in order to achieve the intent of this recommendation.

   Section 106 of the JTPA law clearly states that program performance is to be measured by increased earnings and welfare reduction. While the U.S. Department of Labor's six performance standards provide an indication as to the success of the JTPA service delivery areas, they do not specifically measure the extent to which the program has raised income for its participants, nor do they provide a comparison of public assistance payments provided to welfare recipients before and after JTPA participation.

   This recommendation directs the State JTPA Administrative Office to work cooperatively with State officials (specifically in reference to wage reporting) to identify participant earnings prior to and following JTPA participation. It also directs the State JTPA Administrative Office to work cooperatively with the Public Welfare agencies to establish a reporting mechanism that provides the amount of public assistance paid to JTPA participants prior to and following JTPA participation. It is recommended that this activity take place during Program Year 1993 (July 1, 1993 to June 30, 1994) and that appropriate reports be submitted no later than October 31, 1994.

   The second part of this recommendation suggests to the U.S. Department of Labor that alternative methods of post-termination data collection; such as, the utilization of Unemployment Insurance wage records and the determination of participants' status from contact with employers and other family members of the participant be used in addition to direct participant contact.

   The expected benefit of this recommendation is the JTPA system's ability to measure program impact with respect to increased earnings and welfare reduction.

2. **The service delivery areas should maintain and report the placement occupations of participants and the occupations skill area in which training was provided. Policymakers will then be able to determine the extent to which clients who complete classroom skills training programs are placed into employment in jobs related by the training received at the time of JTPA termination.**

Each of the service delivery areas is required to determine the number of adult clients who are employed 13 weeks following JTPA participation and the average amount of their weekly earnings during this 13th week. It is recommended that separate follow-up results be maintained and reported at the conclusion of the program year, in order to compare the performance of skills training programs conducted by public education agencies against those conducted by private vendors.

This recommendation directs the JTPA service delivery areas to include in their management information systems, provisions for separating follow-up data of participants who complete classroom skills training programs at public institutions from those completing programs at private vendors. It is recommended that this activity take place during Program Year 1993 (July 1, 1993 to June 30, 1994) and that appropriate reports be submitted no later than October 31, 1994.

The expected benefit of this recommendation is the determination of whether programs are more successful when conducted at public or private institutions. This information will also allow the JTPA service delivery areas to evaluate their labor market information with respect to occupations areas selected for skills training programs.

5. **It is recommended that the State JTPA Administrative Office, through surveys and the facilitation of meetings among their service delivery areas and appropriate vocational educational agencies, identify the specific issues (and suggested resolution) that prevent:**

- **joint participation in the development of annual plans;**
- **coordination of each other's Request for Proposal process;**
- **sharing information with respect to planned training programs;**
- **joint funding of occupations skills training programs;**
- **participation as partners in achieving each agency's respective goals and objectives;**
- **utilization of common instruments and systems; such as, client employment, education and development plans, contract formats, management information systems, market information;**
- **development of common performance and evaluation criteria; and,**
- **other areas that would benefit the client and employer community;**

This should determine the specific obstacles that hinder coordination between the JTPA system and the vocational education system.

It is apparent that some agency needs to take a lead role in identifying issues and recommending strategies to resolve them. The most obvious choice for this role is the State JTPA Administrative Office which, in the development of the Governor's Coordination and Special Service Plan, is required to identify strategies to insure coordination among these agencies.

Current performance measures are limited to evaluating the success JTPA program operators have in placing and retaining clients in employment. There is no requirement to identify the occupational area in which clients are placed and compare it against the training received during JTPA participation. Individuals may spend weeks in specific occupational skills training and then be placed in an occupation totally unrelated to the training received.

This recommendation directs the JTPA service delivery areas to maintain necessary records in order to produce reports that compare the placement occupation and the skills training received. It is recommended that these records be maintained beginning in Program Year 1993 (July 1, 1993 to June 30, 1994) and that appropriate reports be submitted no later than October 31, 1994.

The expected benefit of this recommendation is a determination as to whether specific skill training programs lead to employment in the same occupational area.

3. **The service delivery area should obtain data which details the incidence of selected socio-economic characteristic groups (e.g., limited English-speaking, handicapped, minorities, etc.) in the economically disadvantaged population for each of the service delivery areas. This will enable policymakers to determine the extent to which the service delivery areas are serving individuals most in need of JTPA services in accordance with their incidence in the population.**

   Further, if the service delivery areas or the state JTPA office is unable to obtain such data, the U.S. Department of Labor should provide technical assistance to implement this recommendation.

   Each of the service delivery areas plans and reports the percentage of JTPA clients served in its program identified by a number of socio-economic characteristic identifiers. These planning estimates and subsequent reporting results are unable to be measured against the incidence in the service delivery area's population. A performance review to determine the extent to which a service delivery area serves a particular segment of the population according to its incidence is impossible without this data.

   This recommendation directs the state JTPA administrative office and/or the service delivery areas to identify the incidence of various socio-economic characteristic groups in their populations in order that an evaluation can be made as to the extent to which these individuals are receiving equitable services. It is recommended that this activity take place during Program Year 1993 (July 1, 1993 to June 30, 1994) and that appropriate data be available no later than October 31, 1994.

   The second part of this recommendation requests that the U.S. Department of Labor provide technical assistance to the state in the event that this data proves to be unavailable.

   The expected benefit of this recommendation is the JTPA system's ability to measure the extent to which equitable services are provided by each of the service delivery areas.

4. **It is recommended that the JTPA service delivery areas maintain separate performance data for each (public vs private education vendors). This will enable policymakers to determine the effectiveness that public education institutions have in meeting the performance criteria established under the JTPA program in comparison with programs operated by private education vendors.**

some of the targeted individuals above their incidence in the SDA population. Services to females, minorities and handicapped were served well above targeted levels. The SDA did not meet the targeted levels for youth, school dropouts and welfare recipients. Reference is made to Figure 3, ***Title IIA Target Group Performance for Kansas Service Delivery Areas.***

As shown on Figure 4, ***Title IIA Expenditure Summary for Kansas Service Delivery Areas***, the SDA did not make available complete financial data. A total of $3,286,095 was identified as available for both program years.

Several of the service delivery areas responded to inquiries regarding coordination and joint planning activities with vocational and other public education organizations. Information was obtained in the following areas:

- Present status of coordination activity
- Identification of issues which may prevent coordination
- Identification of meetings held between JTPA and public education agencies
- Description of actions that need to occur at the federal and state levels to increase coordination
- Description of the planning process
- Use of Requests for Proposals (RFP)
- Identification of how program information is shared among agencies
- Identification of the existence of formal agreements among agencies
- Description of any joint ventures among agencies

Coordination Activities

With respect to the current status of coordination activity, **SDA Number 2** reported that coordination takes place at the local level at each of its six field offices at which clients may be referred to an Adult Learning Center for such services as GED achievement. **SDA Number 3** indicated that periodic meetings are held with the vocational school to develop or encourage the development of new programs and to determine the availability of participants for occupational skills training programs.

Coordination Issues

SDA Number 2 stated that while it gets along very well with the Department of Education and the local vocational technical schools, there is a need for a common assessment process that all employment, education and training agencies may use. This process would be one which is recognized by all agencies that assess clients, and one which would address the requirements of the new JTPA law and regulations. According to the SDA staff member who responded to this survey, a Human Resource Investment Council could help with coordination. However, he emphasized that participants serving on this council should be motivated by the interests of the client rather that for political purposes. **SDA Number 3** identified as a coordination issue the problem that its participants face in trying to enter LPN programs. Currently, clients must wait nine months to enter such programs in area vocational technical schools. **SDA Number 4** pointed out that Wichita Area Vocational Technical School has been very responsive to the needs of JTPA participants and local employers. The SDA uses this school as well as area community colleges as the "institution of choice" for its training programs. The SDA did note that it has been difficult to coordinate with local secondary schools in order to provide career guidance and training to high school youth.

Figure 1

PERFORMANCE ACHIEVEMENT FOR KANSAS SERVICE DELIVERY AREAS

(FOR PROGRAM YEARS 1990 and 1991-July 1, 1990 to June 30, 1992)

PROGRAM YEAR 1990

PERFORMANCE MEASURES	DOL STANDARD	SERVICE DELIVERY AREA NO. 1		SERVICE DELIVERY AREA NO. 2		SERVICE DELIVERY AREA NO. 3		SERVICE DELIVERY AREA NO. 4		SERVICE DELIVERY AREA NO. 5	
		ADJUST.	ACTUAL	ADJUST.	ACTUAL	ADJUST.	ACTUAL	ADJUST.	ACTUAL	ADJUST.	ACTUAL
Adult Follow-Up Employment Rate	62%	67%	76%	64%	65%	60%	64%	61%	69%	66%	80%
Adult Weekly Earnings at Follow-Up	$204	$209	$221	$193	$249	$240	$241	$196	$245	$196	$242
Welfare Follow-Up Employment Rate	51%	34%	74%	33%	54%	47%	55%	48%	63%	53%	73%
Welfare Earnings at Follow-Up	$182	$195	**$193**	$175	$238	$206	$225	$190	$245	$189	$229
Youth Entered Employment Rate	45%	43%	51%	48%	49%	22%	33%	60%	65%	56%	65%
Youth Employability Enhanc. Rate	33%	43%	54%	35%	74%	43%	69%	21%	50%	30%	39%

PROGRAM YEAR 1991

PERFORMANCE MEASURES	DOL STANDARD	SERVICE DELIVERY AREA NO. 1		SERVICE DELIVERY AREA NO. 2		SERVICE DELIVERY AREA NO. 3		SERVICE DELIVERY AREA NO. 4		SERVICE DELIVERY AREA NO. 5	
		ADJUST.	ACTUAL	ADJUST.	ACTUAL	ADJUST.	ACTUAL	ADJUST.	ACTUAL	ADJUST.	ACTUAL
Adult Follow-Up Employment Rate	62%	67%	71%	65%	68%	61%	**59%**	62%	66%	65%	**63%**
Adult Weekly Earnings at Follow-Up	$204	$212	$250	$184	$224	$227	$235	$199	$258	$194	$250
Welfare Follow-Up Employment Rate	51%	56%	**47%**	57%	62%	47%	**45%**	47%	60%	54%	**49%**
Welfare Earnings at Follow-Up	$182	$197	$200	$177	$226	$198	$224	$180	$253	$175	$247
Youth Entered Employment Rate	45%	51%	53%	49%	55%	30%	32%	56%	67%	53%	**52%**
Youth Employability Enhanc. Rate	33%	37%	49%	35%	79%	42%	42%	20%	56%	33%	40%

Source: Completed SCOVE Surverys

BOLD: Indicates Performance Standards not Achieved.

Figure 2

TITLE IIA ENROLLMENT AND TERMINATION SUMMARY FOR KANSAS SERVICE DELIVERY AREAS

(FOR PROGRAM YEARS 1990 AND 1991-July 1, 1990 to June 30, 1992)

ENROLLMENT AND TERMINATION DATA	SERVICE DELIVERY AREA NO. 1		SERVICE DELIVERY AREA NO. 2		SERVICE DELIVERY AREA NO. 3		SERVICE DELIVERY AREA NO. 4		SERVICE DELIVERY AREA NO. 5	
	PY 90	PY 91	PY 90	PY 91	PY 90	PY 91	PY 90	PY 91	PY 90	PY 91
Planned Adult Clients	272	272	413	344	500	478	390	329	638	472
Actual Adults Served	356	419	425	323	558	444	446	422	387	369
Percent of Adult Plan	131%	154%	103%	94%	112%	93%	114%	128%	61%	78%
Planned Youth Clients	156	156	432	369	650	476	396	345	484	305
Actual Youth Served	288	241	450	343	553	490	427	358	206	210
Percent of Youth Plan	185%	154%	104%	93%	85%	103%	108%	104%	43%	69%
Planned Client Terminations	378	374	548	479	1,020	568	557	590	774	360
Actual Client Terminations	510	440	604	554	703	610	596	419	417	332
Percent of Termination Plan	135%	118%	110%	116%	69%	107%	107%	71%	54%	92%
Planned Adult Placements	168	168	208	175	273	163	185	160	335	247
Actual Adult Placements	222	250	169	146	174	117	200	196	196	125
Percent of Adult Plan	132%	149%	81%	83%	64%	72%	108%	123%	59%	51%
Planned Youth Placements	59	59	158	135	270	66	158	143	193	121
Actual Youth Placements	124	105	154	141	114	99	193	147	88	63
Percent of Youth Plan	210%	178%	97%	104%	42%	150%	122%	103%	46%	52%
Planned Youth Enhancements	43	43	51	44	270	126	86	78	55	57
Actual Youth Enhancements	63	46	113	82	179	44	79	75	30	34
Percent of Enhancement Plan	147%	107%	222%	186%	66%	35%	92%	96%	55%	60%

Source: Completed SCOVE Surveys

It is difficult to numerically evaluate the extent to which any of the service delivery areas truly failed to achieve the purpose of JTPA. On-the-one hand, it can be said that failure to meet all standards constitutes under achievement, while on-the-other hand standards that were not met in the first year were exceeded during the second program year (e.g., the SDA failed to meet the Adult Welfare Follow-Up Earnings standard in program year 1990 but did exceed this particular standard in program year 1991). Also, while some standards were not met, others were surpassed by wide margins. It is the conclusion of the Kansas Council on Vocational Education that the performance standards established by the U.S. Department of Labor provide, at best, only a gauge as to the progress that service delivery areas are making in achieving the purpose of JTPA. Taken alone, these standards are insufficient to address what the legislation in Section 106 of the JTPA describes for measuring performance. "The Congress recognizes that job training is an investment in human capital and not an expense. In order to determine whether that investment has been productive, the Congress finds that.....the basic return on the investment is to be measured by the increased employment and earnings of participants and the reductions in welfare dependency."[3]

Also difficult to evaluate is the SDA's performance with respect to the type of clients served. The JTPA legislation requires that three categories of individuals be served in accordance with their incidence in the SDA's population. These include youth, high school dropouts and recipients of Aid to Families with Dependent Children (AFDC).[4] Some of the SDAs were unable to provide the ratio of these individuals to the total number of economically disadvantaged individuals in their area. It may be that this information is not available at the service delivery areas or State JTPA administrative office. All SDAs did, however, provide the percentage level of participants served for various socio-economic characteristics. Figure 3 displays the service levels, expressed as a percentage of all clients served, for each SDA and arranged by program year. This format allows for a comparison of the extent to which service levels to various groups increased, decreased or remained the same. The SDAs were fairly consistent from program year 1990 to program year 1991 in services to these individuals. There were some notable exceptions. **SDA Number 1** showed an increase in services to dropouts, minorities, criminal offenders and welfare recipients while services to youth and handicapped clients were lower in the second year. **SDA Number 2** reported a drop in services to minorities although it must be mentioned that services to minorities in both years was well above the reported incidence in the SDA population. **SDA Number 3** was consistent in services levels each year. Services to females for both years was less than the reported incidence in the population while services to minorities and handicapped clients were well above the incidence in the SDA population. **SDA Number 4** reported service level increases to both welfare recipients and veterans. **SDA Number 5** was very consistent in service levels each year. Service levels for youth, dropouts and welfare recipients were less than the incidence in the population while services to minorities was higher than expectations.

Complete expenditure information was available from only **SDA Numbers 2 and 3**. For this two-year reporting period, **SDA Number 2** expended a total of $1,974,264 in Title IIA funds to provide employment and training services to 1,541 participants. The average cost for each participant served ($1,281) is well within that of other states. A total of 1,158 participants left the SDA's program during this two year period; and of these, 610 or 53 percent entered unsubsidized employment at wages averaging $5.00 for youth placed by this SDA in program year 1991 to $6.29 for adults in program year 1991. In addition to these placement, the service delivery area also provided 195 youth with employability enhancements that include achievement in pre-employment and work maturity skills, job skills and opportunities to remain

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[3] Section 106, Performance Standards, Job Training Partnership Act.

[4] Paragraph (b), Section 203, Job Training Partnership Act.

or return to school or complete a major level of education. Figure 2 displays an enrollment and termination summary for each SDA and figure 4 displays expenditure data.

For this two-year reporting period, **SDA Number 3** expended a total of $3,242,376 in Title IIA funds to provide employment and training services to 2,045 participants. The average cost for each participant served ($1,586) is also well within that of other states. A total of 1,313 participants left the SDA's program during this two year period; and of these, 504 or 38 percent entered unsubsidized employment at wages averaging $4.55 for youth placed by this SDA in program year 1990 to $6.50 for adults in program year 1991. In addition to these placement, the service delivery area also provided 223 youth with employability enhancements that include achievement in pre-employment and work maturity skills, job skills and opportunities to remain or return to school or complete a major level of education.

The five Kansas service delivery areas utilize occupational skills training as the principal means of enabling economically disadvantaged participants to enter employment opportunities. It appears that most clients enter training through an individual referral process. The Kansas SDAs take full advantage of the public education system in the state to provide occupational skills training.

While there does not appear to be formal written agreements among the JTPA service delivery areas and the public education system in Kansas, there is evidence that coordination issues are discussed and resolved on the local level. Meetings are held between the SDA and local public education agencies to discuss program requirements, training needs and participant progress. For the most part, the SDAs reported that the public education system in Kansas has been very responsive to the training and service needs of JTPA participants.

There were, however several comments relating to coordination issues that still have to be addressed. The first concerns the inadequacy of LPN training. It was reported that JTPA clients must wait approximately nine months before they can enroll in such training at area vocational technical schools. While this is not necessarily a coordination issue, it does raise the question of how responsive the Kansas educational system is in recognizing and establishing programs identified as in demand by the service delivery areas. A second area relates to the degree of involvement that the SDAs have in coordinating JTPA services with local area high school students. It was reported that while coordination with vocational schools has been excellent, the same is not necessarily true with respect to secondary schools. The SDAs have available programs and services that could help students plan their careers and finance their training, but accessing these students and coordinating with the local secondary schools has been difficult.

Perhaps the most critical issue with respect to coordination among the JTPA programs and public education agencies and other employment, education and training agencies as well, is the observation that there is no mechanism or body where nuts and bolts program coordination can take place. A suggestion was made by one SDA respondent that a Human Resource Investment Council, as provided for under the new JTPA amendments, could address this issue. The SDA pointed out that should this Council come into existence, it would be imperative that issues be discussed from the client's perspective and not from a "political" point of view.

One such coordination area that should be initiated is the design and establishment of a common participant assessment strategy that could be used by all employment, education and training agencies in the state similar to the one presently used for evaluating basic skills. This action would eliminate the need for participants to be subjected to repeated assessments should they be seen by more than one agency. The goal would be to have all agencies agree to an acceptable common assessment system that follows the participant as he or she progresses through the Kansas employment, education and training system.

DATA SOURCES

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Kansas Department of Corrections, Corrections Briefing Report, January, 1993.

Kansas State Board of Education, Kansas State Plan for Vocational Education for Fiscal Years 1991-1994.

Kansas State Board of Education, Kansas Education for the 21st Century, Kansas Strategic Plan, April, 1992.

Kansas State Board of Education, Kansas Vocational Education Performance Report for Fiscal Year 1991, January, 1992.

Kansas State Board of Education, Kansas Vocational Education Performance Report for Fiscal Year 1992, February, 1993.

Kansas State Board of Education, KTIP, Report on Vocational Training and Placement Rates and Average Salaries, December, 1991.

Kansas State Board of Education, KTIP, Report on Vocational Training and Placement Rates and Average Salaries, February, 1993.

Mook, Corena, Final Narrative Summary, JTPA/Education Coordination of 8% Programs Funded Under Section 123 of the Job Training Training Partnership Act for Fiscal Year 1991, October, 1991.

Mook, Corena, Final Narrative Summary, JTPA/Education Coordination of 8% Programs Funded Under Section 123 of the Job Training Partnership Act for Fiscal Year 1992, September, 1992.

Appendices A - Vocational Education

Each of the service delivery areas is required to determine the number of adult clients who are employed 13 weeks following JTPA participation and the average amount of their weekly earnings during this 13th week. It is recommended that separate follow-up results be maintained and reported at the conclusion of the program year, in order to compare the performance of skills training programs conducted by public education agencies against those conducted by private vendors.

This recommendation directs the JTPA service delivery areas to include in their management information systems, provisions for separating follow-up data of participants who complete classroom skills training programs at public institutions from those completing programs at private vendors. It is recommended that this activity take place during Program Year 1993 (July 1, 1993 to June 30, 1994) and that appropriate reports be submitted no later than October 31, 1994.

The expected benefit of this recommendation is the determination of whether programs are more successful when conducted at public or private institutions. This information will also allow the JTPA service delivery areas to evaluate their labor market information with respect to occupations areas selected for skills training programs.

5. **It is recommended that the State JTPA Administrative Office, through surveys and the facilitation of meetings among their service delivery areas and appropriate vocational educational agencies, identify the specific issues (and suggested resolution) that prevent:**

- **joint participation in the development of annual plans;**
- **coordination of each other's Request for Proposal process;**
- **sharing information with respect to planned training programs;**
- **joint funding of occupations skills training programs;**
- **participation as partners in achieving each agency's respective goals and objectives;**
- **utilization of common instruments and systems; such as, client employment, education and development plans, contract formats, management information systems, market information;**
- **development of common performance and evaluation criteria; and,**
- **other areas that would benefit the client and employer community;**

This should determine the specific obstacles that hinder coordination between the JTPA system and the vocational education system.

It is apparent that some agency needs to take a lead role in identifying issues and recommending strategies to resolve them. The most obvious choice for this role is the State JTPA Administrative Office which, in the development of the Governor's Coordination and Special Service Plan, is required to identify strategies to insure coordination among these agencies.

Figure 2

Kansas
State Profile
1990 STATE PLAN

	Secondary USDs	Vo-Tech Area (AVTS)	2-year Schools (Comm Col/ Tech Inst)	4-year Schools (Univ) (WU)	4-year Schools (Tch Ed) (Univ)
# school districts in state	303	14	—	—	—
# school districts offering vo-tech programs	303	14	—	—	—
# school buildings offering vo-tech programs	347	66	—	—	—
# college campuses offering vo-tech programs	—	—	19	5	6
JOB TRAINING					
# students in job training programs	72,886	19,002	13,209	549	550
# male students in job training programs	49,864	10,304	6,273	112	371
# female students in job training programs	23,022	8,698	6,936	437	179
# handicapped students in job training programs	4,873	1,193	202	—	—
# disadvantaged students in job training programs	17,566	5,856	2,900	—	—
Ethnic:					
# black students in job training programs	4,201	2,281	650	61	8
# Hispanic students in job training programs	2,341	757	379	37	8
# Asian students in job training programs	824	733	163	15	3
# native American students in job training programs	551	244	80	12	1
# white students in job training programs	64,969	14,987	11,937	424	512
# other students in job training programs	—	—	—	—	18
Follow-up:					
# students completing job training programs FY 90	17,456	6,723	3,915	223	132
# students entering labor force	5,065**	5,115*	2,888*	199	129
# students unemployed	288**	334*	73*	10	0
# students employed related	1,920**	3,184*	1,598*	155	—
# students employed unrelated	1,191**	554*	171*	19	89
# students unknown status	848**	976*	1,036*	14	39
# students entering the military	818**	67*	10*	1	1
# students not entering labor force	13,154**	934*	560*	24	3
# students pursuing further education	12,773**	757*	527*	20	3
# students not in labor force	381**	177*	33*	4	—
ADULT TRAINING/RETRAINING					
# students served	572	21,928	22,628	11,173	
# male students served	190	11,115	7,270	8,507	
# female students served	382	10,813	15,358	2,666	
Ethnic:					
# black students served	43	1,635	547	166	
# Hispanic students served	13	523	585	295	
# Asian students served	4	232	163	195	
# native American students served	2	132	92	253	
# white students served	510	19,406	21,241	10,264	
# other students served	—	—	—	—	

* AVTS & CC data on entering or not entering labor force in FY 89.
** USD data based on high school graduates in FY 89.

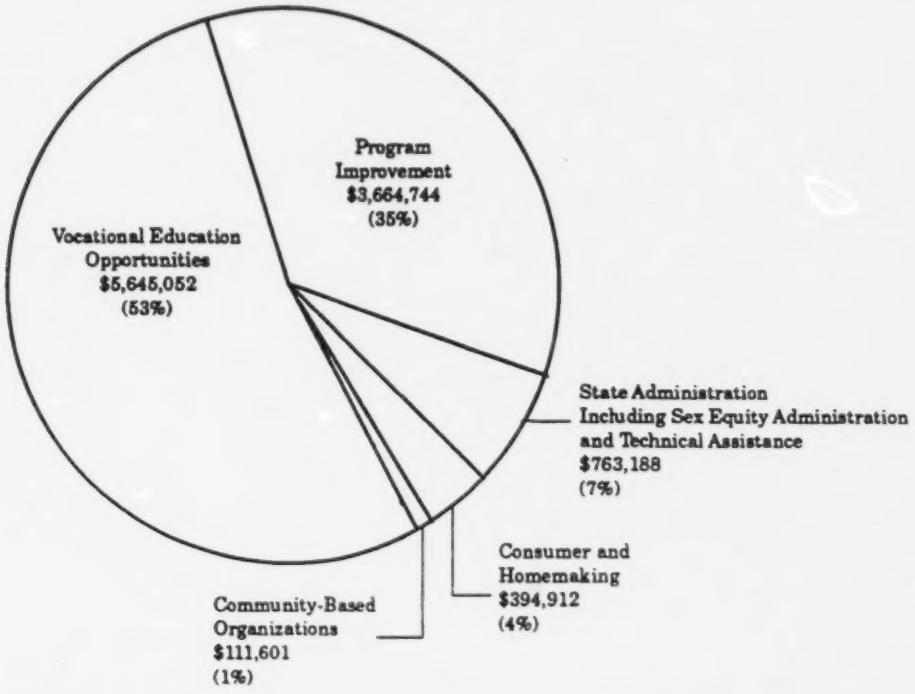
	Secondary	2-year Vo-Tech Area (JVS)	2-Year Schools (Comm Col/ Tech Inst)	4-year Schools (Univ)
NON-JOB TRAINING				
Consumer Homemaking				
# students served	24,951	3,698	—	—
# male students served	6,444	1,051	—	—
# female students served	18,507	2,647	—	—
# handicapped students served	1,565	232	—	—
# disadvantaged students served	7,250	1,140	—	—
Ethnic:				
# black students served	2,566	184	—	—
# Hispanic students served	908	233	—	—
# Asian students served	300	71	—	—
# native American students served	227	20	—	—
# white students served	20,950	3,190	—	—
# other students served	—	—	—	—
Special Needs				
# students served	16,092	3,279	4,129	—
# handicapping students served	5,853	541	336	—
# disadvantaged students served	10,239	2,738	3,793	—
# LEP students served	200	204	207	—
Linkage Programs in LEAs				
1. Tech-Prep. 2 x 2	—	—	1	—
2. cooperative ed.	—	14	17	—
3. apprenticeship	1	3	—	—
4. customized training	—	14	19	—
5. incubator	—	—	2	—
6. JTPA	159	14	19	5

Active VSOs / # members

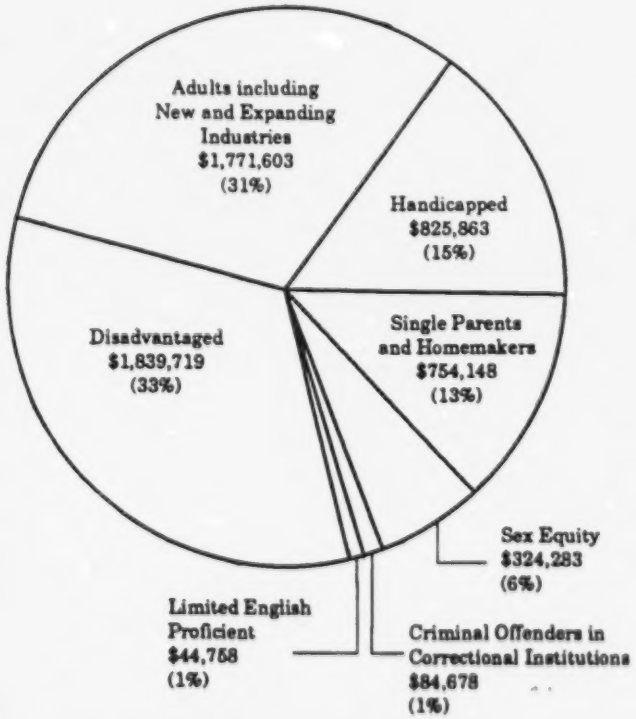
BPA	a 27 / 400	HOSA	f. 5 / 45
DECA	b 32 / 950	TSA	g. 10 / 250
FFA	c. 160 / 5100	VICA	h. 22 / 1000
FHA	d. 180 / 5250		
HERO	e. 20 / 240		

Figure 3

Carl Perkins Vocational Education Act Appropriations with Carryover for Fiscal Year 1991 ($10,579,497)



Vocational Education Opportunities Allocations ($5,645,052)



Program Improvement and Title III Allocations ($4,171,257)

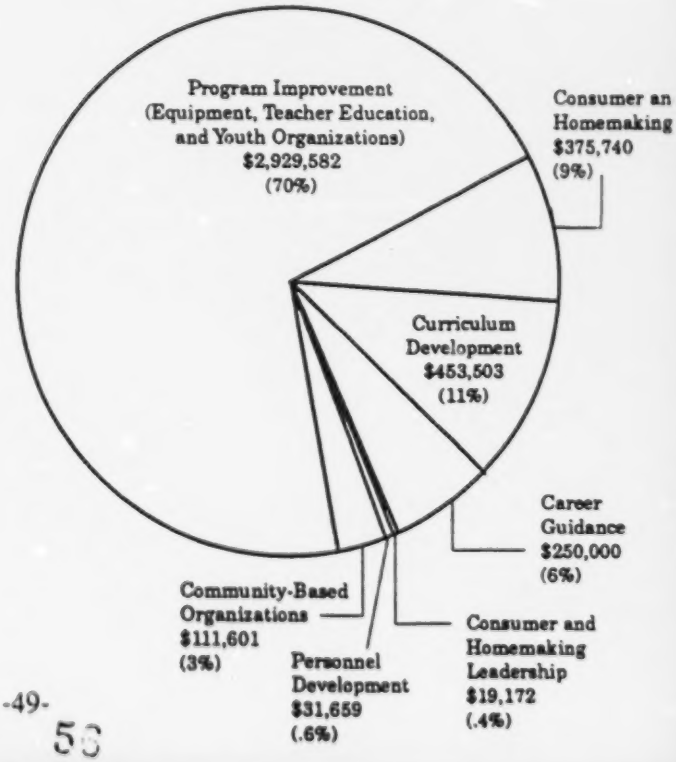


Figure 4

SUMMARY OF FY '92 CARL PERKINS BY TYPE OF INSTITUTION

Category	USD	(%)	AVTS	(%)	CC	(%)	COOPERATIVES	(%)	OTHER	(%)
TITLE II										
Single Parent	$ 205,163	(33.0)	$ 20,310	(3.3)	$ 356,168	(57.3)			$ 40,000	(6.4)
Sex Equity	23,733	(9.8)	73,100	(30.1)	141,273	(58.1)			5,000	(2.0)
Corrections									81,563	(100.0)
*Improvement	1,963,965	(27.2)	699,322 1,054,684	(9.7) Sec. (14.6) (PS)	2,552,740	(35.4)	944,137	(13.1)		
SUBTOTAL	$2,192,861	(26.9)	$1,847,416	(22.6)	$3,050,181	(37.4)	$944,137	(11.6)	$126,563	(1.5)
TITLE III										
Community Based	$ 36,069	(32.3)	$ 14,838	(13.3)	$ 21,164	(18.9)			$ 39,744	(35.5)
Consumer/ Homemaking	168,850	(58.8)	25,150	(8.7)	60,000	(20.9)			33,248	(11.6)
Tech Prep					387,000	(65.9)	$200,000	(34.1)		
SUBTOTAL	$ 204,919	(20.8)	$ 39,988	(4.0)	$ 468,164	(47.5)	$ 200,000	(20.3)	$ 72,992	(7.4)
TOTAL	$ 2,397,780	(26.2)	$1,887,404	(20.6)	$3,518,345	(38.5)	$1,144,137	(12.5)	$199,555	(2.2)

*IMPROVEMENT FORMULA

Secondary			Postsecondary		
Actual secondary percentages are:					
USD	$1,963,965	(54.4)	AVTS	$ 1,054,684	(29.2)
AVTS	$ 699,322	(19.4)	CC	$ 2,552,740	(70.8)
Cooperatives	$ 944,137	(26.2)			

Appendices B - JTPA Data

PROGRAM YEAR 1992 IIA DEMOGRAPHIC DATA

	POPULATION	PER CENT OF POP. TOTAL	PERSONS BELOW POVERTY	PERCENT OF PER. BELOW POVERTY	PERCENT OF POP.	PLANNED NUMBER TERMED	PERCENT OF TOTAL NUMBER
SDA Total	292,000	100.0%	34,700	100.0%	11.9%	810	100.0%
Demographic Groups							
Male	140,200	48.0%	14,800	42.7%	10.6%	346	42.7%
Female	151,800	52.0%	19,900	57.3%	13.1%	464	57.3%
AGE							
14-15	9,300	3.2%	1,100	3.2%	11.8%	0	0.0%
16-17	10,200	3.5%	1,100	3.2%	10.8%	123	15.2%
18-21	21,600	7.4%	3,400	9.8%	15.7%	208	25.7%
22-54	110,100	37.7%	9,900	28.5%	9.0%	399	49.4%
55-64	31,000	10.6%	2,900	8.4%	9.4%	79	9.8%
65 & Over	52,300	17.9%	8,500	24.5%	16.3%	1	0.1%
White(not hispanic)	277,400	95.0%	31,500	90.8%	11.4%	735	90.8%
Black(not hispanic)	6,400	2.2%	1,700	4.9%	26.6%	46	5.7%
Hispanic	4,400	1.5%	600	1.7%	13.6%	14	1.7%
Native American	2,600	0.9%	600	1.7%	23.1%	14	1.7%
Asian or Pac. Island	NA	NA	NA	NA	NA	1	0.1%
Special Services Categories							
Public Assist. Recip	11,773	4.0%	11,773	33.9%	100.0%	275	33.9%
AFDC	10,892	3.7%	10,892	31.4%	100.0%	254	31.4%
Gen. Assistance	881	0.3%	881	2.5%	100.0%	20	2.5%
WIN	0	0.0%	0	0.0%	0.0%	0	0.0%
Limited English	500	0.2%	100	0.3%	20.0%	2	0.3%
Displaced Homemaker	4,000	1.4%	1,800	5.2%	45.0%	42	5.2%
Veterans	34,100	11.7%	4,000	11.5%	11.7%	93	11.5%
School Dropouts							
16 & OVER	70,000	24.0%	13,000	37.5%	18.6%	304	37.5%
18 & OVER	69,100	23.7%	12,800	36.9%	18.5%	299	36.9%
16 - 21	3,900	1.3%	700	2.0%	17.9%	16	2.0%
Handicapped	16,200	5.5%	1,900	5.5%	11.7%	45	5.5%
Offenders	258	0.1%	100	0.3%	38.8%	2	0.3%
UI Claimants	3,351	1.1%	3,351	9.7%	100.0%	79	9.7%

NA - NOT APPLICABLE OR NOT AVAILABLE
NH - NOT HISPANIC

KANSAS DEPARTMENT OF HUMAN RESOURCES
DIVISION OF POLICY AND MANAGEMENT ANALYSIS
RESEARCH AND ANALYSIS SECTION
JANUARY 6, 1988

EMPLOYMENT AND TRAINING PROGRAMS
PROGRAM YEAR 1990
STATE FISCAL YEAR 1991

PROGRAM	FEDERAL	STATE	EDIF	TOTAL
Kansas Dept. of Human Resources				
Wagner-Peyser - Job Service	6,776,762			6,776,762
Local Veterans Employment Representative/ Disabled Veterans Outreach Program	1,493,425			1,493,425
Targeted Jobs Tax Credit	185,682			185,682
Alien Labor Certification	81,217			81,217
Job Corps	243,609			243,609
Trade Act Assistance (TAA)	1,150,000			1,150,000
Job Training Partnership Act (JTPA) Title IIA, Adult and Youth Training	8,286,487			8,286,487
JTPA Summer Youth - Title IIB	3,292,421			3,292,421
JTPA Title III/EDWAA	2,011,325			2,011,325
KanWork Program	965,000			965,000
Apprenticeship Program		67,796		67,796
Unemployment Insurance (Contributions/Benefits)	14,883,422			14,883,442
Labor Market Information Services	750,742			750,742
Kansas Occupational Information Coordinating Committee	157,307			157,307
Hispanic Affairs		185,320		185,320
Diability Concerns		162,461		162,461
Kansas Department of Commerce				
Kansas Industrial Training/Kansas Industrial Retraining			2,750,000	2,750,000
Kansas Department of Social and Rehabilitation Services				
Employment Preparation Services Administration and Field Staff	2,033,415	2,123,716		4,157,131
Rehabilitation Services	13,505,361	2,912,456		16,417,817
Blind Services	3,019,924	1,029,709		4,049,633
JOBS (Job Opportunities and Basic Skills) Services	1,555,889	1,043,762		2,599,651
State Only Employment Services	6,000	88,948		94,948
Food Stamp Employment and Training Services	152,157	156,688		308,845
Child Care	5,956,973	5,263,518		11,220,491
Transitional Medical Services	2,684,429	2,477,934		5,162,362
Kansas Department on Aging				
Older Worker Employment Program		149,742		149,742
JTPA - Older Worker Program	236,274			236,274
Senior Community Service - Title V	771,413			771,413

EMPLOYMENT AND TRAINING PROGRAMS

PROGRAM YEAR 1991

PROGRAM	FEDERAL	STATE	EDIF	TOTAL
Kansas Department of Human Resources - SFY 92				
Wagner-Peyser "Job Service"	6,950,452			6,950,452
Local Veterans Employment Representative/ Disabled Veterans Outreach Program	1,515,003			1,515,003
Targeted Jobs Tax Credit	158,427			158,427
Alien Labor Certification	83,217			83,217
Job Corps	*210,000			*210,000
Trade Act Assistance (TAA)	*984,427			*984,427
Job Training Partnership Act (JTPA) Title IIA, Adult and Youth Training	7,601,780			7,601,780
JTPA Title IIB, Summer Youth Employment and Training	2,922,847			2,922,847
JTPA Title III/Economic Dislocation and Worker Adjustment Assistance Act (EDWAA)	2,254,856			2,254,856
KanWork Program (under contract with SRS)	*815,000			*815,000
Apprenticeship Program		66,692		66,692
Unemployment Insurance (Contributions/Benefits)	12,947,870			12,947,870
Labor Market Information Services	770,000			770,000
Kansas Occupational Information Coordinating Committee	107,364			107,364
Hispanic Affairs		172,445		172,445
Disability Concerns		151,605		151,605
Kansas Department of Commerce - SFY 92				
Kansas Industrial Training/Kansas Industrial Retraining Programs (KIT/KIR)			2,250,000	2,250,000
Kansas Department of Social and Rehabilitation Services - SFY 92				
Employment Preparation Services Administration and Field Staff	4,186,550	2,281,361		6,467,911
Rehabilitation Services	16,283,581	3,176,183		19,459,764
Blind Services	3,212,593	1,104,446		4,317,039
JOBS (Job Opportunities and Basic Skills) Services	2,135,389	917,969		3,053,358
State Only Employment Services	40,000	88,153		128,153
Food Stamp Employment and Training Services	171,949	171,949		343,898
Child Care	19,005,659	7,192,440		26,198,099
Transitional Medical Services	3,997,394	2,805,523		6,802,917
Kansas Department on Aging - SFY 92				
Older Kansans Employment Program		148,878		148,878
JTPA - Older Worker Program	228,053			228,053
Senior Community Service Employment Program - Title V Older Americans Act	819,174			819,174
Green Thumb	2,521,108			2,521,108
Project AYUDA	684,301			684,301

* estimate

II. TERMINEES PERFORMANCE MEASURES INFORMATION, continued

	Total Adults (A)	Adults (Welfare) (B)	Youth (C)	Dislocated Workers (D)
Single Head of Household with Dependent(s) Under Age 18	554	359	163	64
White (Not Hispanic)	976	299	845	528
Black (Not Hispanic)	330	159	410	36
Hispanic	79	29	80	42
American Indian or Alaskan Native	30	10	25	6
Asian or Pacific Islander	27	11	29	4
Limited English Proficient	66	22	41	13
Handicapped	156	36	325	32
Offender	218	38	181	9
Reading Skills Below 7th Grade Level	145	56	363	38
Long-Term AFDC Recipient	XXXX	173	24	XXXX
Unemployment Compensation Claimant	187	19	18	379
Unemployed: 15 or More Weeks of Prior 26 Weeks	233	86	79	106
Not in Labor Force	954	509	1,236	1
AFDC	XXXX	751	355	XXXX
GA/RCA	XXXX	74	67	XXXX

III. FOLLOW-UP INFORMATION

Average Weeks Participated	21	22.1	27.6	22.0
Total Program Costs (Federal Funds)	7,644,602	XXXX	3,465,631	1,978,194
Total Available Federal Funds	9,709,611	XXXX	XXXX	2,968,485

IV. YOUTH EMPLOYMENT COMPETENCY ATTAINMENT INFORMATION

Attained Any Competency Area	XXXX	XXXX	698	XXXX
Pre-Employment/Work Maturity Skills	XXXX	XXXX	502	XXXX
Basic Education Skills	XXXX	XXXX	260	XXXX
Job Specific Skills	XXXX	XXXX	476	XXXX

JTPA Programs

JTPA Annual Status Report (JASR)

I. PARTICIPATION AND TERMINATION SUMMARY

	Total Adults (A)	Adults (Welfare) (B)	Youth (C)	Dislocated Workers (D)
Total Participants	2,172	803	2,311	905
Total Terminations	1,442	508	1,388	590
Entered Unsubsidized Employment	961	277	673	375
Also Attained Any Youth Employability Enhancement	294	100	393	XXXX
Youth Employability Enhancement Terminations	83	35	443	XXXX
Attained PIC-Recognized Youth Employment Competencies	35	7	264	XXXX
Completed Program Objectives (14-15 year olds)	36	21	95	XXXX
All Other Terminations	398	196	272	86

II. TERMINEES PERFORMANCE MEASURES INFORMATION

Male	613	112	709	282
Female	829	396	679	180
14 - 15 Years of Age	XXXX	XXXX	155	
16 - 17 years of age	XXXX	XXXX	482	
18 - 21 years of age	XXXX	XXXX	751	
22 - 29 years of age	655	275	XXXX	*(159)
30 - 54 years of age	726	228	XXXX	401
55 years of age or over	61	5	XXXX	30
School Dropout	214	71	201	
Student	12	4	677	**(46)
High School Graduate or Equivalent	777	317	432	338
Post-High School Attendee	439	106	78	206

*Age 29 and under **Includes school dropout/student

JTPA Programs

JTPA Annual Status Report (JASR)

I. PARTICIPATION AND TERMINATION SUMMARY

	Total Adults (A)	Adults (Welfare) (B)	Youth (C)
Total Participants	1977	680	1642
Total Terminations	1338	451	1145
Entered Unsubsidized Employment	834	227	555
Also Attained Any Youth Employability Enhancement	257	93	347
Youth Employability Enhancement Terminations	113	56	276
Attained PIC-Recognized Youth Employment Competencies	39	19	156
Returned to Full-time School	XXXX	XXXX	4
Remained in School	XXXX	XXXX	28
Completed Major Level of Education	55	30	78
Entered Non-Title II Training	19	7	10
All Other Terminations	391	168	314

II. TERMINEES PERFORMANCE MEASURES INFORMATION

Male	568	90	580
Female	770	361	565
14 - 15 Years of Age	XXXX	XXXX	79
16 - 17 years of age	XXXX	XXXX	469
18 - 21 years of age	XXXX	XXXX	597
22 - 29 years of age	595	237	XXXX
30 - 54 years of age	698	212	XXXX
55 years of age or over	45	2	XXXX
School Dropout	208	72	194
Student	6	2	547
High School Graduate or Equivalent	740	294	332
Post-High School Attendee	384	83	72

*Age 29 and under **Includes school dropout/student

II. TERMINEES PERFORMANCE MEASURES INFORMATION, continued

	Total Adults (A)	Adults (Welfare) (B)	Youth (C)
Single Head of Household with Dependent(s) Under Age 18	528	321	152
White (Not Hispanic)	936	294	692
Black (Not Hispanic)	291	113	338
Hispanic	60	17	60
American Indian or Alaskan Native	37	19	29
Asian or Pacific Islander	14	8	26
Limited English Proficient	33	11	18
Handicapped	170	37	241
Offender	226	30	190
Reading Skills Below 7th Grade Level	120	41	260
Long-Term AFDC Recipient	XXXX	243	124
Lacks Significant Work History	395	190	722
Homeless	18	3	10
JOBS Program Participants	138	138	95
Multiple Barriers to Employment	209	88	374
Unemployment Compensation Claimant	124	16	16
Unemployed: 15 or More Weeks of Prior 26 Weeks	128	49	43
Not in Labor Force	546	272	742
AFDC	XXXX	420	229
GA/RCA	XXXX	31	40
Veteran (Total)	182	XXXX	21
Vietnam Era	51	XXXX	XXXX
Average Weeks Participated	22	26	20
Average Hourly Wage at Termination	6.31	6.30	5.16
Total Program Costs (Federal Funds)	3,192,282	XXXX	2,467,862
Total Available Federal Funds	8,593,872	XXXX	XXXX

III. FOLLOW-UP INFORMATION

Employment Rate (At Follow-Up)	65.6	54.6	XXXX
Average Weekly Earnings of Employed (At Follow-Up)	240	233	XXXX
Average Number of Weeks Worked in Follow-Up Period	8.1	6.7	XXXX
Sample Size	1343	480	XXXX
Response Rate	80	76	XXXX

IV. ADULT EMPLOYABILITY SKILL/YOUTH EMPLOYMENT COMPETENCY ATTAINMENT INFORMATION

Attained Any Skill/Competency Area	216	90	523
Pre-Employment/Work Maturity Skills	XXXX	XXXX	400
Basic Education Skills	62	26	121
Occupational/Job Specific Skills	180	77	445